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AUTHOR Charters, Alexander N.
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ABSTRACT

This primer aims to help adult educators form a conceptual framework that will enable them to relate their daily activities to overall plans and procedures. Section I presents some definitions of the field of adult education, its development, and conceptual foundations. Section II discusses the clientele of adult education and specific problems that arise in adult learning endeavors. Section III addresses aspects of the delivery system for adult education. Program evaluation is also discussed. Section IV is concerned with the evaluation of programmes and Section V with the funding of adult education. An appendix is devoted to material available to educators of adults. It contains a select bibliography, an outline of the International Handbook of Resources for Educators of Adults, and a list of international bodies and national associations with responsibilities or interests in the area of adult education. (YLB)

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A PRIMER OF ADULT EDUCATION

Alexander N. Charters
Professor Emeritus Adult Education
Syracuse University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
The Purposes of this Primer.	1
Organisation of the Primer	5a
Adult Education: Nature and Scope	6
SECTION I. THE FIELD OF ADULT EDUCATION	10
A. Historical Context	10
B. Some Forces That Influence Adult Education	14
National Development	15
Societal Values	16
Technological Development.	18
The Economic Climate.	19
Population Flows	20
Religion.	21
Institutions and Structures.	22
C. Defining Adult Education	23
Constructing a Definition.	23
A Confusing Terminology.	26
D. Assumptions.	30
E. The Lifelong Education Context	33
F. The Aims of Adult Education in the Context of Lifelong Education.	37
SECTION II. THE CLIENTELE OF ADULT EDUCATION.	40
A. Adulthood: A Stage in the Life Continuum.	40
B. Who Are the Learners?.	41
C. Some Characteristics of Adults as Learners	46
SECTION III. THE DELIVERY SYSTEM.	54
A. Preconditions.	54
B. Agencies	55
C. Programme Development and Design	62

TABLE OF CONTENTS--Continued

Page

1. Adult Learners. 67
2. Identification and Assessment of Needs. . 67
3. Objectives. 72
4. Learning Opportunities. 75
   - The Teacher and Learning. 75
   - The Learning Environment. 78
   - Facilities. 79
   - Instructional Aspects 81
5. Evaluation of Programmes. 86
   - Aims and Users of Evaluation. 86
   - The Terms of Reference. 88
   - Who is to Evaluate? 89
   - Data Collection 90
   - Analysis of Data. 91
   - The Users of Evaluation 91

SECTION IV. THE FINANCING OF ADULT EDUCATION. 94

A. Adequacy of Financial Resources 94
B. Sources of Funding. 96
C. Motivation for Funding. 97
D. Who Should Pay? 98
E. Some Forces Affecting Funding 99
F. The Allocation Process. 102
G. The Implications of Financing 104
H. The Quality Factor. 104

APPENDIX. 106

A. Resources for Educators of Adults 106
B. Organisations 110

NOTES 117

BIBLIOGRAPHY. 118

PREFACE

Preparation of this Primer began a few years ago when tapes were made of my classes in the Survey of Adult Education course for students who advised me in advance that they were going to be absent. Some of the tapes were transcribed and later used as notes or hand-outs. It was suggested that by adding some additional topics, the statements might be a useful document for beginning educators of adults. Unesco subsequently contracted to publish it.

Some educators of adults and students, including a number from other countries, have made numerous suggestions after a critical reading of the text. I have taken these suggestions fully into account with gratitude.

Mr. Robert Blakely, a long time friend and frank critic, has contributed advice and editorial assistance. Mrs. Jane Frost, who was my secretary for some twenty-five years, has been an unfailing support. To them and to my wife, I am grateful.

I hope that this Primer will prove helpful to all those educators of adults, wherever they may be in the Unesco family of nations, who wish an introduction to help them learn about the actual and potential value of adult education in our time.

INTRODUCTION

The Purposes of this Primer

Adult and continuing education, potentially the most extensive and comprehensive phase in the cycle of lifelong education, is emerging as a field of study and practice. It is increasingly recognised as a significant and necessary factor in adult life and society in general. However, it is still searching for recognisable and functional parameters. In the less developed nations there can be no doubt about the essential role it has to play in building up their social and economic infrastructures. In the advanced industrialised countries its functions are less obviously justified. A great deal of rhetoric is expended in favour of it and many authorities acknowledge that it has a major part to play in the process of adaptation to social, economic and technological changes.

The mission of adult education is to assist adults to acquire further control of their current circumstances and their future destinies. Control enables adults to participate more intelligently and responsibly in their political, working, social, cultural, family and religious environments, and in effect to improve the quality of their lives.

The success in achieving this mission depends in large measure on the qualities and competencies of the educators of adults, who have become involved, by design or chance, in helping other adults learn. It also rests on the effectiveness of the dlivery and support systems which have been conceived to

facilitate adult learning. People involved in the education of adults may be paid employees or volunteers and may even be unaware that, through their activities, they are engaged in the field of adult education. Thus, some do identify with the field and some do not. Moreover, they may not be recognised by others as performing an adult educational role. They may be administrators; supervisors; deans; directors; advisors and counselors; members of the clergy; librarians; media specialists and other support personnel; tutors, facilitators; faculty and students in the field of adult education; community developers and community educators; research workers; consultants; policy makers; elected officials; and board members of adult education agencies. In fact, their importance may be due as much to their activities as individual persons as to the tasks and functions they officially perform.

This Primer is designed for readers who are new to the field, whether as practitioners or students, and who may have only recently realised that they are educators of adults. It is not intended to be an in-depth examination of every aspect, but the expectation is that readers will undertake further study, particularly with regard to topics related to their individual objectives. Some of these objectives are: (1) Define and understand adult education and related concepts in the context of lifelong education; (2) Obtain knowledge about and analyse current aspects, trends, and issues of adult education; (3) Make effective decisions based

on an understanding of the theory and practices of adult education; (4) Consider the future of adult education in the light of local, national and political realities; (5) Devise an individual professional development programme with a view to becoming more self-directed.

Educators of adults need to understand the processes of which their activities form a part. They may wish to attain to higher levels of responsibility or to contribute more effectively to the development and evaluation of the work in which they are involved. In any case, it is necessary in the interests of good teaching and planning, adjusted to real needs, that practitioners have a sound grasp of what teaching adults and organising adult education programmes implies. A solid understanding of the specific activity with which they are connected - its purposes, methods and contexts should make it possible for them to direct their energies successfully in the right direction. Moreover through arrangements set up for consultation and feedback, they can influence and assist administrators and sponsors by keeping them in touch with what is happening at grass roots level.

In their work, educators of adults seldom have an opportunity to start at a logical point and follow through according to rational procedures. As a rule they find themselves having to weave the day-to-day elements of their practice into a meaningful pattern. The Primer aims to help educators of adults to form in their own minds a conceptual framework which will enable them to relate their daily activities to overall plans and procedures. On the basis of many years of professional

experiences the author has sought to integrate available data and evidence into a comprehensive working approach to adult education. He assumes that each reader will bring to bear past experience, values, ideas, prejudices, assumptions and knowledge. Each educator of adults needs, insofar as possible, to analyse the influence of these personal factors on his or her professional style and working environment. To do so requires application of the inquiring spirit which blends theory with practice.

There is an area of tension in adult education practice between the expertise of the educator of adults and the aspirations of the learner. The primary concern of educators of adults is to provide the stimulus, rationale and structures by and through which adults may learn. However the expertise of the professionals charged with establishing programmes and other opportunities for learning often find themselves out of tune with the self-directed objectives of individual learners. The professionals must respect the learner's needs; and likewise individual learners, conscious of their special needs, must, from time to time, seek professional expertise in pursuing their learning objectives.

For educational opportunities to be appropriate and for learning to be effective, both educators of adults and learners should be aware of this area of tension and the importance of preserving a constructive relationship. The author has attempted to provide some directions while recognising that only the reader can be truly responsible for seeking the relevant orientation. Therefore, the following guidelines or rules of thumb are offered so that educators of adults may get a better grasp of the field

as well as plan, conduct and participate fully in the process of assisting adults to learn effectively:

(1) Learning can, and should be, a positive and exhilarating factor in adult life;

(2) Primary responsibility for adult learning rests with the individual learner; the learner should be self-directed. This presupposes, of course, that the adult is ready to learn and has the skills and abilities to do so;

(3) Adults should participate and be involved in all aspects of their own education;

(4) Each learning experience should permit adults to acquire the ability to make decisions on the basis of their own values and beliefs;

(5) Alternative educational opportunities should be extensive and varied so that all the adults in a community can be given the opportunity to learn;

(6) Educators should encourage adults to make a learning plan adapted to their particular needs, responsibilities and interests;

(7) Learners and educators should be encouraged to evaluate the usefulness and success of their learning experiences;

(8) Since adult education is not always labelled as such, its many and various forms cannot readily be integrated into a coordinated pattern; an effective programme must be designed and evaluated according to a well-conceived plan.

Organisation of the Primer

The Primer is divided into five major sections, each devoted to a specific topic. In Section I, some definitions of the field of adult education, its development, definitions and conceptual foundations are presented. In Section II, there is a discussion of the clientele of adult education and specific

problems which arise in their learning endeavours. In Section III, aspects of the delivery system for adult education are presented. Section IV is concerned with the evaluation of programmes and Section V with the funding of adult education. Finally there is an Appendix devoted to material available to educators of adults. It contains a select bibliography and an outline of the International Handbook of Resources for Educators of Adults. Some of the questions raised are controversial and readers may wish to consult relevant documents in the Appendix and to draw their own conclusions.

Adult Education: Nature and Scope

Today, in many respects, adult education has come of age. It is recognised as a distinct branch of education, constantly developing as the concept of learning itself evolves. Increasingly it is becoming an identifiable and integral part of adult life and the social and cultural environment. Many adults are only minimally involved but the number of participants is substantial, predominantly among those who have had some previous education. Moreover, it is world-wide, extending into hitherto educationally deprived regions. That the provision of adult education is expanding is shown by the increasing number of adult participants, the proliferation of the range of learning opportunities offered, and the mounting investment of time, effort, finance and other resources by providers and learners.

The coming of age of adult education makes itself felt in several ways: (1) a certain maturity; that is independence

from inherited or external attitudes and influences; for example, adult literacy programmes are aimed specifically at adults without making unspoken assumptions, drawn from child referenced education; (2) the assumption of increasing control over and responsibility for the direction of adult learning by individuals and groups; (3) commitment to relevant goals on the part of individuals, groups and societies; (4) the development of appropriate and alternative opportunities for achieving selected goals; (5) the focusing of education on the individual in the belief that only individuals can choose the appropriate learning strategies and what to learn.

The process of coming of age has been primarily influenced by educators of adults who have assumed or been assigned responsibility for enhancing the concept of adult education. The importance of their role depends on the depth and range of their involvement and the intensity of their commitment.

Those educators of adults with responsibility in the field use a bewildering variety of terms to describe what they do, such as, continuing education, lifelong education, recurrent education, extramural studies or extension education. Though these expressions are often treated synonymously there are many nuances which will be discussed in the section entitled Defining Adult Education.

Adult education is a comprehensive notion that covers a wide range of human needs and capacities, knowledge, skills, interests, attitudes, appreciations and understanding of values. It also embraces a wide range of subject matter relating to all aspects of life, including: vocational or professional matters,

health, home economics, family life, citizenship, leisure activities. Moreover it involves many organised entities and agencies: public, proprietary or private, local, regional, national, traditional or new. The methods and formats are also varied and include, along with more traditional ones a wealth of new possibilities provided by the mass media; the radio in all countries, and television expanding due to investment in satellite technology.

Adult education may be seen from different perspectives. It can be looked upon as a product when it is offered in the form of programmes or packages. It may be viewed as a process of change of an individual or agency. In this Primer, the focus is on adults as learners using organised programmes and accessible resources to achieve their individual objectives.

The increased scope and variety of programmes for adults are evident in many ways. Advertising campaigns, for example, highlight the possibility of learning a trade while serving in the armed forces. Out-of-doors bulletin boards can serve as adult forums. Business, industry, and government are multiplying on-the-job training and retraining programmes. Professional bodies are conducting inservice training programmes. Health related agencies offer programmes for mothers or nurses and physicians. Many countries have programmes for particular age groups, and special certificates, degrees and diplomas for adults are promoted in many fields. Education may be offered in prisons; courses may be available on the air; many learning opportunities are available in museums and folk centres. Adult education pervades

many aspects of the lives of adults who wish for self-fulfilment, to advance themselves or to make a contribution to the communities in which they live. Participation in adult education programmes requires only a part-time commitment but should be seen as an integral part of daily activity, along with work, recreation, family and social life.

SECTION I

THE FIELD OF ADULT EDUCATION

A. Historical Context

Adults are always learning and, through the process of learning, they change or confirm their beliefs, attitudes, work habits, life styles, and indeed the societies in which they live. History is full of examples of how both planned and incidental or accidental learning have affected the way people live and no doubt this process will continue into the indefinite future.

From anthropological studies and historical records we know that many forms of education for adults have always existed. Throughout most of history, however, a great deal of activity related to the education of adults occurred in isolated programmes or activities without any notion of a global activity. The earliest organized national effort at education of adults dates back to Prophet Mohammad's insistence upon seeking knowledge and skills as a religious duty for all. As a result, a certain portion of 'Bait-al-Maal' (Public Trust Fund) was earmarked for this specific purpose. It was this deep sense of importance of adult learning among Muslims that greatly contributed to European renaissance through their over seven hundred years' domination and introduction of printing and Arabic numerals. However, generally speaking, not until the nineteenth century was there an understanding of, or indeed concern with, adult education as a national or international phenomenon.

In each country adult education on a significant modern scale owes its origins to the emergence of a clearly felt social and economic need for a critical mass of adults to acquire a basic mastery of the skills of reading, writing and calculating. These origins date from different historical periods according to the country in question. Broadly speaking, in recent times, they go back to the nineteenth century in the case of highly advanced

industrialised countries and to the Second World War in the case of less developed countries.

The rapid spread of adult education nationally and internationally has been due in great part to the dedication of small but determined groups of educators of adults with a strong sense of mission. Such groups first formed national associations designed to bring about coordinated action. Then, they turned their attention to what they perceived as the universal right of adults to education.

A World Association of Adult Education was established in 1919. It organised an international conference at Cambridge University (U.K.) in 1929 that helped to generate many cooperative endeavours.

Then, after the Second World War, the newly created international organisation, Unesco, took up the cause of adult education. Unesco arranged in 1949, at Elsinore, Denmark, the First World Conference on Adult Education. The Conference refrained from attempting to define adult education but set forth its tasks: to aid and foster movements which aim at creating a common culture to end the opposition between the so-called masses and the so-called elite; to stimulate a genuine spirit of democracy and a genuine spirit of tolerance; to give youth the hope and confidence in life that have been shaken by the present world disorganisation; to restore a sense of community to people living in an age of specialisation and isolation; to cultivate an enlightened sense of belonging to a world community.

Unesco organised a Second World Conference in Montreal in 1960. This was a momentous occasion since the delegates affirmed not only that adult education was now being more broadly conceived but that: 'Nothing less will suffice than that people everywhere should treat it as a necessary part of the educational provision of every country.' They also declared that: 'The purposes and methods of youth education and adult education are, in general, similar and not to be separated.' In all their plans for educational development governments should specify provision for adult education. Teachers at all levels should be systematically prepared for dealing with adults.

A Third World Conference was held in Tokyo in 1972 and paid great attention to the place of adult education in schemes for lifelong education, a concept that had taken deep roots since the Montreal Conference. However, the transcending theme of the Tokyo Conference was the urgent need to do more for disadvantaged adults:

> Experience shows that the provision of more education in most countries tends to favour most the already well educated; the educationally-underprivileged have yet to claim their rights. Adult education is no exception to the rule, for those adults who most need education have been largely neglected - they are the forgotten people. Thus, the major task of adult education during the Second Development Decade of the United Nations is to seek out and serve these forgotten people.

A Fourth World Conference took place in March 1985 at Unesco Headquarters in Paris. Menwhile, the General Conference of Unesco had adopted in 1976 a 'Recommendation on the Development of Adult Education,' which enunciated a set of practical proposals for positive action by its Member States.

They exhorted the public authorities in each country to adopt a wide range of measures to develop adult education and to design a comprehensive legal and financial framework for their application. Specifically, 'Measures should be taken in order to make the necessary long-term investments for the development of adult education: in particular for the professional education of planners, administrators, those who train educators, organisations and training personnel, the preparation of educational strategies and methods suitable for adults, the provision of capital facilities, the production and provision of the necessary basic equipment such as visual aids, apparatus and technical media.'

At the Fourth World Conference the 161 Member States represented formally reaffirmed their commitment to the development of adult education and their broad interpretation of its aims and functions. The place of adult education within national systems of education was taken for granted.

The key role of Unesco in fostering international cooperation in adult education has been reinforced by the emergence since the Second World War of numerous inter-governmental and non-governmental organisations representing a variety of interest groups and serving a variety of purposes. Unesco itself is the most important intergovernmental organisation, and two important non-governmental organisations are the International Congress of University Adult Education (ICUAE) founded in 1960, and the International Council of Adult Education (ICAE) founded in 1973.

The aims of ICAE are: to promote all forms of adult education as a means of enhancing peace and security in the World, international understanding among peoples and the advancement of less developed countries; to promote adult education as part of the restructuring of the educational system, relating it to the development needs of the community; to advance activities of member associations and institutions and to encourage cooperation among them.

Its means of action are: to advise and cooperate with inter-governmental bodies, international non-governmental organisations and other institutions dealing with adult education; to undertake and promote the organisation of conferences, seminars, training courses, the operation of documentation centres and a publication programme; to undertake such other activities as the Council may decide, in pursuance of its aims.

B. Some Forces That Influence Adult Education

There are many changes, events, trends or forces that create movement in the environment and society, thereby influencing and bringing about changes in the milieu in which adult education takes place. They can be attitudinal, social, technological, economic, religious, political, or even acts of God. The forces are complex and interrelated. Together they form patterns within a given society. They may take effect at a local, regional, national or international level. All of the elements involved are constantly changing, and this makes the total picture even more complex. In order to have an adequate impact on society, to remain dynamic and consistently to develop

its role, adult education has to reflect the changing flow of these forces: national development, societal values, technological development, economic climate, population flows, religion, and institutions and structures.

National Development

Of all the forces that influence adult education, none is more powerful than the imperative of national development. This proposition has been fully endorsed by the experience of those countries that became politically independent after the Second World War. Previously, certain governments had made a big effort to promote such specific education programmes as instruction in the national language for adult immigrants with a view to facilitating their cultural assimilation. The USSR launched a nationwide and intensive adult literacy drive after the fall of the Tsars, which has been fully documented. Never before the emergence of the new post-Second World War nations, however, had there been such a determined attempt in so many parts of the world to use public investment in adult education as a fundamental instrument for development.

In a recent work prepared for Unesco, John Lowe states:

> There are two reasons why the less developed countries view the education of adults as a national concern. . . The first is the need to inculcate a sense of national identity and social cohesion so that citizens will pull together for the common good. . . .The second reason is that, with few exceptions, developing countries have to overcome the problem of grinding poverty. They cannot afford the luxury of educational programmes that do not directly contribute to the end of guaranteeing every citizen elementary living standards - a home to live in, sufficient food and good health. The use of adult education as a means of influencing national policy is

influenced in some developing countries by acceptance of the residual factor theory, according to which the critical key to development is efficient investment in human capital.

Today there are growing signs in the advanced industrialised countries of a similar recognition of the great importance of investing in certain forms of adult education as a means of increasing economic wealth and reducing social problems. It is probable, therefore, that everywhere in the world at least some sectors of adult education will fall steadily under the influence of national concerns and priorities. It probably will be true of manpower training.

Societal Values

Adult education provision and practice are obviously greatly influenced by the ways in which societies perceive themselves, that is to say, how the individuals who make up a society look at themselves as individuals or as members of a group. Perceptions of political, social and economic systems have a significant influence on attitudes and behaviour. The programmes and activities of adult education are designed according to basic concepts about the nature of men and women in society. If society views individuals as being free to make choices, then it must structure and organise adult education accordingly. However, if society views some men and women as property, or as second-class citizens, then it will design its educational programmes to reflect the position. For example, the ruling classes in Ancient Greece enjoyed a high level of democracy and freedom, but the mass of people were slaves. Until recent times, blacks in the United States were considered

as property; only free Americans were taught at an advanced level, while the rest were generally indoctrinated, educated at a much lower level, or simply ignored. Today, however, all Americans are equal before the law and there are indeed, elements of positive discrimination in educational policy in favour of underprivileged groups, whatever their ethnic origins.

It is often the case in many countries that men and women are classified by category, such as the underprivileged, immigrants or the handicapped, rather than as mainstream people. Frequently the education of such groups is designed to provide the benefits of education appropriate only to the place in society to which they have been relegated. It is a retrograde view which should not be accepted by educators of adults and it illustrates that the way people perceive themselves in a particular society has a direct impact on the nature of the educational opportunities and choices that are provided for adults.

Social factors have a marked influence of perceptions of the need for adult education. For example, the relationship of family members to one another, such as husbands and wives, children and parents, remarried spouses and their relations, all are of immense significance. The impact of paid retirement, social security provision and health programmes are profound. Fundamental changes are also taking place such as: the legal definitions and social perceptions of human rights, the status of women, the relationships between men and women; between men and men; between women and women; and between the leaders and other people.

Another factor is that most people today are living in closer proximity with other people, particularly in urban areas, than even a few decades ago. In advanced industrialised societies this fact, coupled with more time free from work, makes it possible to spend more time with other people rather than living in physical isolation or being always occupied by work. These changes require new interpersonal attitudes and skills and create needs that have to be met in part by appropriate adult education offerings. There is a need for adult education to assist people to identify goals; to recognise change; to make desired changes; to help them adjust to or to control the changes, so that finally they can satisfy their own needs and discover their own identity.

Technological Development

Most societies have always had to adapt to change. Never, however, has the pace of change been so rapid and far-reaching as it is today under the impact of technological innovations that are both complex and irreversible. No group is immune from it, as Toffler has put it:

> The technology of tomorrow requires not millions of lightly lettered men, ready to work in unison at endlessly repetitive jobs, it requires not men who take orders in unblinking fashion, aware that the price of bread is mechanical submission to authority, but men who can make critical judgements, who can weave their way through novel environments, who are quick to spot new relationships in the rapidly changing reality.

In other words, a vital role for adult education is to help individuals and groups to cope with the effects of technological change. New knowledge and skills are called for

as well as understanding that can help preserve what is best in society while facing up to the challenge of adaptation. Today Unesco member countries are more and more acutely aware of the need to enhance the basic and advanced vocational competencies of their working populations. Efforts in that direction are currently being redoubled, not only in the affluent areas of the world and in less advanced countries with large-scale or 'high tech' industries, but also in developing regions where attempts are being made to enhance the productive capacity of agricultural and industrial labour forces by upgrading skills.

The selfsame technological developments which have made adult education a greater necessity can also provide new methods, equipment, facilities, materials, and hardware for the instruction of adults. In other words, technology both creates needs and the resources to meet them.

The Economic Climate

When workers are made redundant, they may be motivated to become better qualified or to obtain marketable qualifications. On the other hand when great numbers are out of work and educational programmes do not lead to a guarantee of employment, it is difficult to motivate them to become better prepared. Moreover, during periods of economic recession the first cuts in public expenditure are often made in adult education. Thus, the state of the economy and technological innovation have a direct influence on the nature and degree of motivation for adults to continue their education, and also upon the opportunities available for them to do so.

Economic forces such as high energy costs, the policies of multi-national companies, international agreements, unequal food resources among nations, high inflation and interest rates, unstable currency values, the international debt crisis, decreasing manpower requirements, or natural catastrophes, such as drought on a continental scale as recently in Africa, all have an impact on national and international policies with regard to adult education, influencing patterns of planning and the design of new programmes.

Another important consideration is the effect of economic conditions on adult education through their impact on welfare policies. The uncertainties of employment markets and income sources in general have led to the establishment in many countries of programmes to help households threatened by poverty. In some cases, adults on welfare are required to continue their education in specially designed programmes. Again, in many less developed countries the poor in rural areas may be required to take part in educational programmes as part of integrated social and economic strategies designed to improve their standard of living.

Population Flows

A feature of the contemporary world is the large-scale movement of populations within and between countries. This has many profound social and economic consequences. Within countries it largely concerns a massive drift of rural people to urban centres where they are often found to be living in appallingly depressed conditions. Between countries it largely concerns the movement of groups of people from a poorer to a richer

country where the culture and very often the language are different. In both cases the need for education to help overcome the economic, social and cultural difficulties of adaptation is overwhelming.

For educators of adults and adult education agencies these vast population movements pose two challenges. First, they must seek to ensure that the incomers have the same access to learning opportunities as the indigenous inhabitants. Secondly, they have to help the incomers to adapt successfully to their new environment while as far as possible retaining their own culture and, where it applies, their own language.

Religion

Religious activities and institutions are powerful forces affecting the education of adults. Their effects are mixed, and they vary from time to time and from place to place. Sometimes religious institutions favor the education of children and adults, as the Protestant Reformation did when it brought about translations of the Bible into vernacular languages and encouraged people to learn to read, and as the Roman Catholic Church did after Vatican II, when it authorised a vernacular liturgy. In Muslim countries, the Mosque continues to function as a powerful learning centre, and 'in Iran most educational programmes since the 1979 revolution are focussed on Islamic law and the rules prescribed by the Koran.' The curricula help develop the learner's knowledge, skills, and attitudes (KSA) in accordance with the multi-dimensional human personality: social, economic, political as well as spiritual. Educators of adults must be aware of the educational aspect of religious activities and, where necessary, modify their own aims and programmes accordingly.

Institutions and Structures

The nature and organisation of institutions in a nation naturally impinges on the provision of adult education. Laws and regulations have been drawn up in many countries to create an adequate legal framework for it. Governments recognise that it can contribute to greater social justice and equality by harnessing the potential of adults from educationally underprivileged backgrounds. In some Unesco member countries the central government directly formulates and oversees the implementation of policy and others manage adult education primarily through the agency of a department of the Ministry of Education. Another tendency is for there to be a wide variety of public, proprietary, private and non-governmental bodies designing and offering a diverse range of programmes, often with the assistance of an umbrella organisation, such as a national adult education association. In the recent past there has been a considerable diversification of provision as nations have sought to deal with the problems of illiteracy, unemployment, and obsolete skills. Unfortunately this has not been accompanied by an equivalent expansion in the availability of public resources, so that in many parts of the world efforts are being made to draw funds from alternative sources.

Several countries have legislation in favour of adult education. In some cases this may mean that firms are legally required to fund, directly or indirectly, continuous education or training for their employees. Adult education may actually find itself enshrined in the national constitution, such as

in the Sudan, where literacy is recognised as a national goal. Unfortunately a legal framework is not necessarily enough; Turkey reports that:

> Conceptually adult education is seen in Turkish legal and official documents as one of the important subsystems of the total education system. However, by far the greater part of the resources for education are used to maintain and develop the formal education system.

Another consideration is that the nation's institutions seldom change overnight; the influence of political commitments to national development and of social and economic forces in general makes itself felt over a period of time.

C. Defining Adult Education

Constructing a Definition

Educators will find it useful to develop their own definition of adult education. Professional educators and leaders develop working definitions or at least descriptions of adult education as a concept and an area of study and practice. A generally accepted definition can provide a basis for: (1) setting goals and objectives; (2) analysing and accounting for the time, effort and money spent on programmes; (3) helping to resolve practical problems, such as finding a base for evaluating scope of provision, number of participants, or the amount of fund expended; and (4) developing communications among colleagues. Even though there may not be agreement on specific terms, educators will note differences and similarities between their definition and those of others, which reflect varying ideas, concepts and contexts rather than quarrels about exact

terminology. A definition of adult education should be broad but not vague and may indicate what is excluded as well as what is included. As a result many educators of adults who have developed a personal definition often leave grey areas. It may not be possible to construct a definition covering all possible factors, because, as the needs of learners and of society change, so modifications become needed. If educators of adults are to grow with their field, they must keep adapting their ideas and concepts as well as their strategies to changes in society.

There is probably no "best definition" of adult education because definitions must vary with educators of adults and with specific cultural settings. One approach is to look at the two words "adult" and "educators." The word "adult" may be defined by reference to various criteria, for example: (1) chronological age; (2) legal age; (3) induction into mature society; (4) the accomplishment of rites; (5) physical, psychological, or emotional maturity; (6) completion of a specified level of education; (7) degrees of autonomy in relation to family or social milieu; (8) degrees of personal responsibility.

As for education, one can say that it constitutes any supporting plan or arrangements which enable individuals to learn and thereby achieve selected goals, usually according to a plan or design. In developing a definition of adult education, it is useful to consider the following related notions: (1) learning is an individual matter and therefore all goals and plans should be geared to facilitating learning by individuals; (2) it is through interaction between the learner

and the environment that learning takes place; (3) an individual philosophy of adult education should be consistent with the overall philosophy of education prevailing in the actual cultural context and, in turn, that philosophy of education should be consistent with a philosophy of life; (4) goals and objectives should be based on the needs of society, agency, sponsor, as well as the individual; (5) the individual should consciously pursue the goals or objectives which have been selected; (6) education is learning by design, and not by accident or chance; (7) education implies a lifelong process and should be set in that context; (8) learning leads to changes in behaviour that are lasting and not episodic. It is important to indicate that adult education, as defined here, is not community service of development, or social action, although it may involve elements of these activities.

Accordingly, the following elements should be considered when defining or describing adult education: (1) it should be the total context of lifelong education; (2) it should result from need; (3) it should be self-directed; (4) it should be a conscious process pursued by the learner; (5) it should be an integral, not an incidental part of life, woven into the total pattern which includes professional and family life along with the responsibilities of citizenship; (6) it should be a part-time activity or full-time for only short periods of time; (7) it should be a voluntary effort as distinct from compulsory forms of education, even though there may be compelling reasons for participation.

A definition of adult education might be: The identification, selection, provision, arrangement, and evaluation of learning activities for adults who are physically mature; consciously learning in order to achieve their selected goals; learning on a part-time basis or on a full-time basis for only short periods of time as part of their life pattern; learning in order to assume greater responsibility as citizens, workers, family members, and social beings living in a particular environment.

But, as already indicated, many definitions of adult education have been put forward within recent times. The following definition, approved by the 1976 General Conference of Unesco, is one probably most used on an international scale.

> The term 'adult education' denotes the entire body of organised educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

A Confusing Terminology

It is hoped that the above discussion will caution educators of adults to devise their own definition of the field in which they are engaged by drawing not upon ill-defined terms but upon concepts, principles and experience. No matter how groups of educators of adults define or describe their activities, they must realise that other people concerned with

the education of adults often employ similar expression while ascribing different meanings to them.

It is not possible to list the various terms that may or may not embody distinctions, but attention can be called to several of the more troubled ones. It is difficult enough to render the meanings of the various terms for adult education in other languages, but even in English usage this pair of words does not always have the same sense. In Great Britain adult education has traditionally included liberal education, but excluded vocational education; in the United States the term can include both these branches and many others as well. Another type of terminology confusion can be found in the university sector where one may call its programme adult education and another continuing education, even though the two may be similar. Some institutions use the term continuing education to describe the education of adults at high levels of professional competency, such as education for lawyers and physicians, because they see adult education as an activity taking place at a lower level of attainment more appropriate to basic education. Not only is this distinction confusing but it can entail elitist attitudes.

The term androgogy is sometimes used synonymously with adult education. In fact it describes the study of the learning or education of adults as opposed to the learning or education of children which is pedagogy. The view in this Primer is that there are principles of education which apply to both children and adults. The differences are mostly related to physical and emotional maturity, experience, self-direction, responsibility

for selecting learning objectives, relationship to the real world, acceptance of responsibility for others, and the faculty for preparing for the present or future.

Lifelong education and "lifelong learning" are terms sometimes used to mean literally education from birth to death. The idea comes from the ancient Arabic saying: Tarbiya tajri minal mehad ital laped, education continues from the cradle to the grave. At other times the terms are used to mean education only during the period of adulthood.

"Education permanente" is a French language term which is usually translated as continuing education in the sense of education from birth to death. It is also used synonymously with lifelong education, often with reference to the specific period of adulthood. It is sometimes incorrectly translated as "permanent education." Another term, recurrent education, coined by OECD, describes a framework for alternating periods of work and study.

From time to time new phrases and terms are used, particularly as a marketing tactic, to call attention to new developments in adult education. One example is the expression "non-formal education," used to distinguish educational activities carried on outside the formal or regular system. This distinction is sometimes important, since it refers to different arrangements concerning admission, attendance, and instructional methods but at other times it is a superficial distinction referring only to minor differences in physical arrangements. Similarly in recent years the phrase non-traditional education has often been used sometimes to denote significant and at other times insignificant differences.

Many terms exist to distinguish the various aspects of the education of adults. For example, "community education" places emphasis on involving as many adults as possible in developing programmes, often action programmes, for the benefit of the total community. Other terms such as "adult basic education" and "adult vocational education" refer to the type of content or curriculum. Still other terms such as "education by television" or "discussion" relate to methods. Terms such as "education of women" and "education of minorities" relate to the clientele or target groups. Then there are such expressions as "on-the-job education or training," and "in-service education training" that refer to work-related learning. Finally, there are such terms as "religious adult education" and "liberal adult education" that refer to subject matter, beliefs and motivation which inspire educational activity.

All such terms may be useful because they can give certain groups firm handles on the components of a large and complex field of interests and activities. However, the use of any one of them can, at different times, contribute to misunderstanding and confusion.

In general, it is important to remember that a workable definition of adult education must be based on fundamental concepts, principles, and functions and be broad enough to accommodate a variety of spheres of activity while at the same time making the necessary distinctions among them. Again, it is worthwhile for educators of adults to work out their own conceptual definitions and descriptions and to ensure that these

are flexible enough for them to communicate with other educators of adults who may have the same or different terms of reference.

D. Assumptions

The basic principles of adult education are based on judgements of what is considered desirable. The question of what that implies in each situation should first be answered before an educator of adults proceeds to the practical aspects of programme implementation. The principles applied may derive from a philosophy, values, research, observation, rational thought, or doctrine. There are, however, judgements to be made about who decides what, and on the basis of which criteria. Some tenets may be considered self-evident while others are enunciated by individuals, agencies or societies at large. Some necessarily become obsolete as ideas, societal values and external circumstances change. Within each concept there may be areas of tension so that value judgements must be made about which ones are of the greatest worth. Often there is a conflict between societal needs and those of the individual. What should take precedence and at what level or priority? Decisions must be made by an individual or by a group and the process may require soul searching and negotiation.

Only by the action of society can the goals of the individual be fulfilled while at the same time society depends on the action of individuals. In an increasingly complex society the priorities for the individual may sometimes appear to take second place to societal needs. In the long view, however, it is for the general good that the worth, dignity, and identity of each individual should be maintained and nurtured. For a

society to function well there must be a community among individuals in terms of values, attitudes and behaviour.

Each individual operates on the basis of assumptions and takes for granted certain aspects of theory and practice. Such assumptions are not always stated nor understood in relation to the influence that they have on behaviour. The following is a list of assumptions for consideration by educators of adults.

1. Adults have needs to be satisfied as individuals and as members of society continuously throughout life.
2. Adults have an innate tendency to aspire to self-fulfillment. Adults strive for a sense of equilibrium among the pressures upon their lives.
3. Adults have the potential to learn and to continue to learn in all the areas that are of interest to them. Fulfillment of that potential depends on individual motivation and the continuing exercise of ability to learn.
4. The adult learns as an individual and only as an individual. The goal is to become self-directed rather than other-directed.
5. Individuals and societies are so profoundly changing and with such speed that it is no longer sufficient or feasible to wait for young people to become educated.
6. Education is an essential activity for meeting both individual and societal needs.
7. Education is needed as a continuing necessity throughout life; it is a lifelong activity.
8. Education should be integrated as a vital part of life: economic, political, social, religious and technological, within the framework set by the past, the present and the future. It should be a positive experience building on previous learning and leading on to future learning.
9. Education can result in change in the individual and, through feedback, it can change its own aims and practices.

It is necessary to be aware of these commonly held assumptions and principles and to realise their implications for the development of adult education.

The ideal of individual freedom could only be achieved if individuals lived in perfect isolation. However, in society, groups of people are obliged to join together for commom purposes or causes. It follows that, in considering freedom, it is necessary also to consider responsibility. For a society to function, there must be some balance between freedom and responsibility. Because of the nature of freedom itself and the uniqueness of each individual, specific individual goals and interests may conflict with those of society. This conflict may become noticeable when the aspiration of the individual to achieve freedom is not supported by society. In that situation decisions must be made about which conflicting freedoms are of most value. In this way, priorities are set not usually in absolute terms but on a sliding scale of application.

The basic question remains of who is to decide about freedom and that is to be the basis for decision-making? In some instances they may be sustained by a general consensus written or unwritten, as a result perhaps of reasoned argument, or of struggle and conflict. Freedom depends equally on the strength of the commitment of individuals and society. The values and duties of decision-makers are crucial factors in the setting of priorities in relation to concepts of belief, freedoms, rights, duties and obligations.

E. The Lifelong Education Context

Almost every aspect of life throughout the world is constantly changing, and today it is often at an accelerating rate. In these circumstances, individuals, groups and societies must exert what control they can over these changes if they are not to allow themselves to be driven along or aside by them. One of the strategies for control is education and, because of the pressures of immediate and impending change priority must be upon the education of adults, not just children and youth, not only in the less developed countries but elsewhere as well. The need for lifelong education to cope with change is therefore clear. If individuals are to survive, to be fulfilled and to be able to participate fully as members of society, they must be motivated to desire new skills and knowledge, to develop the competence and understanding that will enable them to cope with current problems and to make informed and effective decisions. The individual must also prepare for the future. Since each person is different, and in a unique situation, the emphasis on preparation for the future and of present development will vary at any given time. The individual's attention moves necessarily back and forth between present and future needs and he or she must possess the means to decide what is in his or her best interests.

The task of lifelong education is to enable individuals to weave an integrated pattern of existence that includes learning combined with working, serving society and enjoying leisure. Lifelong education should be considered within a continuum from birth to death, of which adulthood is the major stage in terms of years. It is necessary to relate learning to previous educational experiences, to anticipate future educational activities, and to begin at different levels by providing relevant and appropriate learning opportunities. It is also important to relate educational experiences to the non-educational aspects of life. By relating his or her present learning to many life experiences, an individual may develop in an integrated way.

Another essential task for planners or educators is to recognise which achievements are realistically possible in a given amount of time, in a given place, and for a given group of people. Priorities have to be established. These selected needs are the necessary target for the policies of adult education agencies. Desirable objectives should be balanced against practical realities, particularly opportunities to use what has been learned. As much empirical evidence as possible is desirable in setting priorities, but value judgements will finally have to be made by those who make the decisions. As far as possible adult learners themselves should be involved in the decision-making and contribute to the development of learning opportunities to help themselves become more self-directed in their learning.

Lifelong education is an umbrella concept covering all learning and education. If most people firmly believed in the

concept of lifelong education and acted upon it the consequent pattern of permanent, active adult learning would result in a major revolution not just in education but throughout society. First, it could revolutionize life by helping adults make their own decisions and control their own destinies. Second, full implementation of the concept of lifelong education would mean changing every aspect of the curriculum. Education systems would be expanded to include new forms, methods and approaches. Alternative types of institutions, agencies and other sponsors, extending far beyond those involved directly in schooling would be promoted. Third, it would be essential to develop positive attitudes to education in all citizens, to encourage, motivate, and otherwise enable them to become more self-directed and to assume responsibility for their own education. It would mean, ideally, involving all people, both those who are already reached today and the millions who are not. Fourth, a new or modified type of educator of adults would be required: a planner, coordinator, facilitator and broker who would encourage effective learning opportunities for adults within the scope of the mission and purposes of the education of adults.

In ideal circumstances lifelong education would imply an overall approach and plan conceived by each individual. Systems would be designed to cater to self-directed learning with meaningful learning opportunities and the means to evaluate them. Individuals would assume responsibility for planning their own learning experiences which, for some aspects, would entrust that responsibility to a teacher or a facilitator.

The concept of lifelong education described here is not compatible with the perception of education and educational institutions as a ladder beginning at a nursery school, extending through kindergarten, elementary and secondary schools, higher and post secondary, and then to adult and continuing education. This scheme of things may be appropriate for schools and other educational institutions with articulated programmes and with full-time students who meet standards, satisfy prerequisites and move on to meet other standards. It is, however, a limiting concept for adult education set within a framework of lifelong learning.

The ladder plan relates to institutions of education which have a built-in vertical structure leading to higher education, whereas the agencies of adult education are many and varied and operate on a horizontal plane. Adult education as a continuing activity should not stop after one particular level is achieved. Adult education in one area of learning may be a beginning for some while for others it may be following on a previous stage. Adults do proceed vertically as they pursue an objective in a selected area, but considering the range of experiences of adults and their learning backgrounds, it is difficult to place a particular adult at any one general level such as elementary or secondary. For example, a research chemist may be at an elementary level in terms of understanding citizenship or even family roles and responsibility. Similarly, a plumber may be at a very advanced level of political education. It is thus useful to consider adult education not just as a

vertical ladder but as a horizontal grid with many lines to follow.

Lifelong learning means that learning should be articulated with previous learning. It should be accumulative with new learning building upon and reinforcing previous learning. Adults are not necessarily motivated to function at institutionalised levels. When they learn they seek rather to meet continuously evolving individual standards which they accept as meaningful; often they will have a positive, even exciting attitude towards their learning. The use of terms such as ladders, levels, and formal-informal may be useful, but they should be used with caution lest they should inhibit the inherent advantages of the full process of learning.

F. The Aims of Adult Education in the Context of Lifelong Education

Education is generally regarded as intrinsically valuable. In this Primer, it is assumed that adult education is not only good for its own sake but that it can assist societies or individuals to achieve practical goals. The author feels that there should be an immediate payoff in terms of the quality of life of a community. There seems to be little question that education is a good thing when it is used to advantage in order to attain some other goal. The real argument centers around the question of what education is best and how to develop and implement policies of consequence.

The bottom line question concerning the value of adult education is, does it make a difference in the quality of life of individuals, their society, natural environment and the national and international spheres in which they function?

Related to it is the pervading and persistent question facing educators of adults: what is the extent and nature of the impact of the learning by adults? Specifically, if an adult learns something new, does it make any difference, and does the cumulative learning of many individuals make a difference?

Overall the aim or mission of adult education is to assist adults to acquire further control of their current circumstances and their future destinies. The individual learner has of course his or her own specific aims whether broad or narrow. In practical terms, these aims would usually be related to the following: to increase self-fulfillment; to improve the quality of life; to become more skilled; to function in a developing economy; to combat obsolescence of skills; to participate more effectively in government; to become a more competent citizen; and to become more self-directed in one's learning.

The common aims of adult education programmes may be summed up in the following way:

1. To provide a basis for achieving missions, such as peace, prosperity, and freedom,
2. To promote social justice by contributing to the resolution of perennial problems, such as poverty, discrimination and illiteracy,
3. To provide, perpetuate and improve a given system or institution such as social, political, cultural or economic system,
4. To promote civic consciousness, in both the public and private sectors,
5. To provide a basis for beneficial social reform,
6. To enable individuals to function fully as members of society by benefiting fully from the rights that are guaranteed them and bearing the responsibilities that they have assumed in society,
7. To help all individuals to gain access to equal opportunity for a full and mature life; this may

involve all aspects of human life to the extent of the potential and interests of the individual concerned.

8. To acquire the knowledge and new skills and competencies continually required for changing roles and positions in society and thus overcome obsolescence and keep up to date. It considers not only the vocational and professional fields but all aspects of life, including the affective areas of values, attitudes, appreciations and morals.

The selection and articulation of objectives depends, in the final analysis, on value judgements. An individual, an agency, an employer, or a national government identifies a need or a composite of needs and decides accordingly on a course of action. In recent times some nations have emphasised two main aims: (1) that of imparting the basic skills needed by individuals to live, work and develop, making them functionally literate and able to survive in the modern world, for example, the current Minimum Needs Programme in India; (2) that of better adapting provision to the world of agriculture and industry in the interests of economic growth and individual independence and well-being.

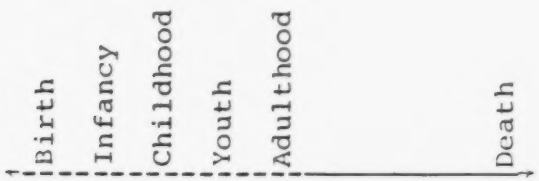
SECTION II

THE CLIENTELE OF ADULT EDUCATION

A. Adulthood: A Stage in the Life Continuum

In theory, the potential clientele for adult education is the total adult population at any given time. In reality, however, the total number of adults engaged in planned learning activities is constrained by the willingness of societies and individuals to exploit its possibilities. Adult education inevitably reflects or responds to the needs of the individuals, of employers, of sponsors, of society or to the environment. Obviously, people have different needs at various stages along the continuum of their lives. For example, a person entering a career has different needs from one already well established in the same field, and certainly different needs from a person about to retire. Likewise, other needs related to such factors as family, society, and public responsibility vary at different stages of human development. Measured in years the period of adulthood is usually about two thirds of the normal lifespan which may be broken up into several stages as is shown below:

LIFESPAN



For educational purposes human beings may be categorised in different ways according to their age, abilities, talents, educational background, career level, family relationships, and roles or degrees of dependence. Clearly these characteristics change considerably in the course of adult life. Adulthood is a long period of life with many sub stages, some of which are common to most adults, but it should always be recognised that each individual has a life experience that is unique. It may be useful, for example, to relate educational programmes to family roles which may have sub stages such as dependence on or independence from parents, marriage, parenthood and retirement. The sub stages thought to be appropriate for each type of activity or interest should be seen to be flexible and not frozen into fixed categories. Another way of looking at educational needs during adulthood is to break them down according to major areas of responsibility; such as establishing a family, making a career, exercising citizenship, and preparing for or living in retirement. These two examples indicate that in planning adult education it is useful to consider what is appropriate to different phases in the lifespan.

B. Who Are the Learners?

The question of who should be educated cannot be answered without asking who decides who is to be educated. Many people are involved in and contribute to the decision-making process according to their position, interests and power. They may be one person or a group of individuals in a particular situation at a particular time. For example, when it is thought

that all the people in society should be involved in decision-making, a system of representatives is used which delegates authority to an elected person or a government official. Sponsors of programmes, for instance, have considerable influence over what is offered not only by their own organisation but also through other agencies. The educators of adults: teachers, specialists and programme administrators, as well as those in support areas, such as librarians and counselors have a significant role in the design of programmes. The adults themselves should also participate in deciding who is to be educated.

The question of who makes decisions often depends upon the point of view from which it is being asked. Decisions take into account philosophical, ethical, political, financial, economic, humanitarian, regional and administrative considerations. For example, Unesco may have considerable influence at an international level and, in turn, may give support to the institutions of member nations. In the same way other bodies may be working at the regional, national, or state levels, while still others are making decisions at a local level or even for an agency. Furthermore, since learning can only take place when the learner has a positive and responsive attitude to what is being offered, the reactions of peers and spouses are also important. Adults are not likely to engage in an activity which they cannot discuss at home, at work or at social gatherings. In brief, many individuals and groups have an influence on who ends up being the learners.

The extent of influence of a given group depends on many factors. Its members may obtain influence by a rational

process, by default, or through political trade-offs. The power or influence of decision makers may be expressed in many ways such as in laws and manifestos. Many may contribute to the final decision but the influence, indeed the power, of the people who are in decision-making positions has many impacts on the answer given to the question of who is to be educated. Thus it is important to identify who the decision makers are and to assess their role. Finally, it should be stressed that much data can be compiled regarding who should and can be educated, but, while such data can be rigorously prepared, the final decision is inevitably based on the judgement of an individual or a group.

The scope of decision-makers may be worldwide, national or confined to no more than a small locality. Countries and regions have different outlooks which are reflected in distinctive values, attitudes, beliefs and political systems. Learners we designated on the basis of social and cultural factors, within the society or clientele, individual characteristics such as motivation, ability, interest, and understanding must also be considered. The question which the decision-maker must ask is who should have the opportunity to learn? Only after this basic question has been addressed should one proceed to develop plans to assist the clientele identified. A decision about what is desirable should precede an analysis of what can feasibly be done and then the question of acceptability to the adult clientele must be considered.

Obviously, no adult can learn everything. Accordingly, who should be educated depends to some extent on what should be

learned. Whereas some of the abilities, knowledge, understandings, and other essentials for effective learning that are common to all people in a nation or in the world should be learned by all participants. Other things need to be learned only by specially designated groups of persons.

The type of plan developed depends on all the forces and influences which are exerted on adult education. Once the decision has been made about who should be educated, or who should have the opportunity to learn, it is necessary to consider whether the potential clientele has the requisite capability and inclination and whether the effort can be afforded by the individual, by government, or by another sponsor.

It is usually not possible to educate all the people that a given society, nation or agency ought to serve. In view of scarcity of resources, it is necessary to set limits on who should be educated. Priorities are influenced by many factors which include: availability of funds, agency commitments, crises of various kinds, such as wars, energy considerations, or concern for the physical environment. Influences include the availability of resources such as materials, media outlets, and personnel.

Many elements in the environment and society influence the response to the question of who should be educated and what should be taught. First, there is the extent of practice of democratic or other principles held by citizens of a nation and decision makers. Religious beliefs and attitudes also affect policy. For example, the emphasis of Christianity was once on

the education of adults rather than children. Educational emphasis then shifted to children, and recently there seems to have been a shift back to more emphasis on the education of adults. Various religions also decide who is to be educated for religious leadership and this has had a profound influence on educational attitudes in general, and particularly in recent times with regard to the role of women. Economic and technological considerations are also of paramount importance as are national development policies. Decision-makers have to balance all these factors in order to arrive at an acceptable mix when they select target groups for adult education and training programmes.

National authorities select various priority groups for adult education programmes. Apart from women the main focus on a worldwide basis tends to be on the functionally illiterate; this concerns the industrialised countries as well as the less advanced. Different sections of the illiterate or educationally underpriviledged are earmarked for special treatment depending on the needs of the country in which they live, particularly rural and urban poor; unemployed, unskilled young adults; immigrants; minority indigenous people; handicapped; and men and women in retirement or about to enter it. In India, for example, literacy programmes concentrate on the 15 - 35 age group because that is where the potential and the need for growth are greatest.

Less advanced countries often see women as a primary target, because of what is known as the multiplier effect - the term used to refer to the fact that women pass on much of their

learning to their families, whereas if they are excluded from the learning process, which has sometimes been the case, programmes are much less likely to bear long term results. Nor are women a low priority in the industrialised countries which are witnessing a growth in courses designed to help raise the general education of women or to give them the vocational skills they need to return to, or engage in, work. All of the education for women should be designed to enable them to function as equal human beings.

C. Some Characteristics of Adults as Learners

One way to enhance learning by adults is to identify and describe the characteristics of the adults for whom the learning opportunities are provided. These characteristics may at different stages or in different situations enhance or impede learning. Generalisations can be made about groups of people but no two individuals show exactly the same or matrix characteristics nor to the same degree.

First, the past experiences and patterns of development of each individual result in each one being a unique person and learner. Several learners may be working together in what appear to be common activities. They may, in effect, be different learning opportunities for each of the adults because each has a different experiential background with different needs to be met and different matrix to which to relate. A by-product is that sharing of experience may be a useful learning resource.

Second, adults learn in their own way and at their own speed. In that sense, learning is a lonesome process. The expression "the penny drops" and in more complex learning

situations, the expression "things fall into place" is an appropriate description of adult or other learning. The teacher may teach and facilitate learning, but it is always the individual who actually learns. This does not mean that learning should best take place in an individual situation. Indeed learning may be facilitated in a group where the individuals have some similar learning objectives. Educators of adults should respect the learners' objectives and have no "hidden agenda" of their own. They should act as facilitators or arrangers for learning and as required as a primary resource. The emphasis should be not on education and teaching but on training the teacher, the methods, the materials, the facilities, and other factors that are relevant to the particular objective of the individual. As adults go through life, they gain an increasingly wider range of experiences which may have positive or negative influences on their learning. This wide range of experiences comes from all aspects of life, vocational, civic, cultural, and family. Some adults learn a great deal from their experiences while others do not coordinate and integrate it to a significant extent. It is the wide range and matrix of experience which adds up to individuality and identity.

Third, learning is an integral and continuous part of living. The evidence is conclusive that adults have the capacity to learn and that this capacity can be maintained at least to some degree through the lifespan. Whether adults do continue to learn depends upon whether they are given, or create, appropriate opportunities. Of course, what adults learn and the rates at

which they learn vary with the interests, motivations, and the opportunities to work at it. They vary also with the skills and abilities to use the various tools and resources for learning. The facts have put to rest the old expression "you can't teach old dogs new tricks," or, as the Spanish have it, "old paraqueets do not learn to talk." Though this old notion has been debunked, it must be remembered that for learning to take place adults must want to learn. One of the key tasks that educators of adults must face is how to dissipate the notion that adults are so set in their ways, so bound by habit and custom, that they will not or cannot change.

Fourth, aging is a normal human process that probably begins at birth, extends throughout life, and ends with death. The abilities and capabilities associated with psychological, emotional, mental, physical, biological, and physiological aging may grow, remain at the same level for a while, or decline. They change at various times and stages in the life span and they grow and decline at different rates. In addition, the pattern varies in time and place from individual to individual. Since aging is normal, it is only when there is substantial deviation resulting from heredity, disease, or injury causing impairment that adults should be considered handicapped in learning.

It is normal to see changes in such factors as rate of learning, memory, dexterity, sight, hearing, and strength, as well as mental and intellectual development. It is normal for there to be some decline in these factors during adulthood but not enough to prevent most adults from learning efficiently and effectively.

In developing learning opportunities, educators of adults should make adjustments so as to take account of the many factors in the normal aging process.

Fifth, adults are subject to a great number of external forces and pressures. In order to function as individuals in society they must balance these forces and pressures in such a way as to generate a sense of internal equilibrium and self worth. This can only be achieved on the basis of an individual's own criteria, standards, and values. Only when adults maintain this sense of equilibrium can they move effectively through the various stages of life and continue to learn. When adults cannot achieve this equilibrium, they may become frustrated and lack confidence. It may hinder both the efficiency and effectiveness of their learning.

Sixth, adults have a tendency to strive towards ever greater autonomy; daily they have to face the consequences of the decisions they make in the course of managing their lives. They strive to get more control over their present circumstances and their future destinies. While adults resist being treated as children, many also waver between wanting to be independent and the temptation to place responsibility onto someone else's shoulders. The degree of independence sought by the individual depends on family and social background and inherited stereotypes as much as the nature of the particular problem being faced. It is related to becoming self directed in their learning.

One of the tasks of educators of adults is to help learners to control external events and thus assist them in guiding

the changes that are taking place within them. Educators of adults may assist the individual to set desired objectives and to acquire control of the means for achieving them. While change is inevitable and education is a pertinent factor in controling change, it is also true that many people resist change. They may do so because change might mean losing control of some features of their day-to-day life style, including goals, values, procedures, and habits and change may be perceived as a threat. Accordingly, while changes are taking place, it is important that the individual maintains a sense of identity and control. Therefore, the educators of adults should help the learner to accept changes as inevitable and to deal with them in positive ways. For example, when development programmes are being introduced into rural areas education has an important function in preparing communities for the impact of the modern world. In business and industry pressures on adults to learn can be very strong. Salesmen and mechanics must keep up-to-date with various procedures and must learn how to handle new technology and other pressures which arise from intellectual and social activities. Because their competence may affect their productivity, status, pay and their general opportunities to work and to live satisfying and useful lives, adults are in effect compelled to continue their learning. Whether it be in the home, at work, or in a social situation, adults must continue to learn if they are to survive and to operate effectively as individuals in their society and environment.

An individual begins to learn after consciously identifying the individual needs, stating the objectives and engaging in a potential learning experience. In many cases, a teacher or other facilitator assists the individual in identifying needs, stating the objectives, and arranging the learning experiences. However, if learning is to take place, the individual must identify with the needs and objectives and relate them to his or her learning experience. In a real sense, an adult must choose to learn: this is the first and essential step.

Previously in the Primer there have been statements about who decides which adults are to learn. In final analyses, it is the adults who make the commitment. In general, they are not compelled to learn by law or any external influence. However, because of their previous educational experience, many adults expect to be other-directed in the process of learning. They may wish the teacher to give them direction because they have a fear of failure as they embark upon new educational experiences. Thus it is not easy to draw clients into literacy programmes. Such fears need to be overcome before adults can become self-directed and work out for themselves how they can best evaluate and profit from the learning opportunities open to them. In many countries the objective of adult education programmes is to give them the minimum of knowledge and understanding needed for them to do just that. An adult population adapted to the potential of learning is assumed to be flexible and forward looking, capable of self development, without requiring enormous inputs from special or external agencies. Self-direction is

thus thought to be a key to community development. Some individuals will quickly grasp that it is up to them to take the initiative; others will wait for someone else to take the lead; the educators of adults must encourage clients to learn for themselves and to exploit what opportunities come their way. Thus in some countries the new literates are encouraged to design and develop their own community development and literacy projects.

Adults will not expend time and energy in learning without sensing that a need or problem exists. It is helpful if the learner can articulate clearly such a need but often the educator of adults must assist in identifying it. Individuals have many needs and problems, some of which are general or common to other people and some of which may be unique. Needs are often viewed as the gap between what exists and some desired criteria, goal, or standard, such as functional literacy or basic skill-training. Adults may be compelled to go to classes without being willing learners. Generally this is an inefficient use of resources. On the other hand, when an adult has been convinced that he or she has good reason to learn, for instance, about non-traditional agricultural techniques or to acquire the ability to read and write, then the educational programme is likely to be more successful. In the same way when developing retraining it is advisable for employers to persuade their employees of the need for them to learn.

Adults want to know about their learning status. They want to know whether they are progressing toward the objectives that they have developed. Learners rely partly on their own

judgement in evaluating their progress, but they can use feedback and evaluation from other persons to complement their own evaluation. There is a place for both other-directed evaluation and self-evaluation in the learning process.

SECTION III

THE DELIVERY SYSTEM

A. Preconditions

To generalize from current trends the need and the demand for adult education will increase. The extent of the increase will, of course, depend on how the concept of adult education is interpreted and the particular framework of references applied. If newly expressed or recognised needs and demands are to be met, it will be necessary to maintain and expand existing learning opportunities, to develop new and alternative opportunities, and to make them accessible to adults who have been previously unreached. It is therefore necessary to consider the nature of delivery systems of adult education. They are the link between the adult learner and learning opportunities. There are several broad pre-conditions to the effective delivery of learning opportunities.

1. The adult learner must have some need which can be reflected in a clearly defined objective.
2. Learning opportunities must be available and accessible to the adults in an appropriate form.
3. Learning experiences should appear relevant to the adult learner.
4. Learners must have the skills and abilities needed to benefit from the programmes which are offered. It presupposes that they may have to learn how to use available resources or to improve their ability to use them.
5. Learning opportunities must be articulated with the earlier experiences of the learner and with those experiences which might be planned or anticipated to follow.

6. Learning opportunities for the adult learner must be provided by some agency, group, or individual. The delivery system includes the agencies, groups or individuals that make the learning resources available.
7. The delivery system must be flexible so as to remain in tune with the changing needs and experience of learners. There should be alternative ways to meet identified needs.
8. There must be a plan and procedure for evaluating effectiveness and for feedback.
9. There must be an appropriate learning environment for each learner.

B. Agencies

A delivery system requires institutions, organisations or groups to implement the purposes, objectives or policies set by national or other authorities. In most countries, adult education is provided by a complex variety of agencies, all providing some form of learning opportunity. The broadening of concern for involvement in and the commitment to the education of adults is evident in the expansion in the number and types of agencies involved in the education of adults. They include business and industry, communication enterprises, galleries and museums, government agencies, international organisations, labor organisations and unions, military, postsecondary institutions, religious bodies, schools, correctional facilities, special groups (elderly, handicapped, minorities, illiterates), sports and recreation organisations, vocational and professional associations, and voluntary (not for profit) bodies. The concern is also worldwide as well as involving people from all segments of society. The system or programme may or may not be coordinated or structured, but experience has shown that major new programmes

benefit from the close collaboration of all the bodies concerned, government, public, private and proprietary bodies.

In order to be successful the terms of reference of an adult education agency must be set out clearly in pursuit of the following ends:

1. To give direction to the programme activities being planned.
2. To identify appropriate and inappropriate activities and thus enhance the efficiency of an agency.
3. To enable potential clients of the agency to know whether there are learning opportunities available to meet their particular interests.
4. To provide a basis for coordination and cooperation with other agencies. If it can be determined which aspects of a specified agency are unique and which ones are held in common with other agencies, these other agencies can be identified and linkages may be established. When duplication is discovered, it can be eliminated, or, if competition is desirable, at least the agencies concerned are aware of it and the reasons for it.
5. To enable an agency to be accountable to its board or sponsors for the activities that it is offering and to provide a basis for evaluating the efficiency and effectiveness of the organization.

It should be recognised that an agency may have more than one purpose, only one of which may be adult education. It is important to try to make multiple purposes consistent, or at least not contradictory, with one another. The categories of agencies involved in adult education cover a broad spectrum including public, private and proprietary bodies of different kinds with varying types of structure. It is sometimes useful to group the agencies in the delivery system for adult education into particular categories. The lines of demarcation between such groupings are not always clear, and as an agency develops it may change from one category to another, or indeed may cease to have a role in adult education.

First, there are institutions set up specifically for adults. Examples are the Folk High School in Denmark, the Chautauqua Institution in the United States, and major literacy programmes in various developing countries. Institutions of this kind are usually designed for adult education but may become involved to some extent in education for children and youth.

Second, there are those agencies or institutions which are set up for the education of children and youth and later developed activities and programmes for adults. For example, schools and colleges designed for education at the elementary, secondary, high school, colleges and universities levels are now frequently open to adults also. Universities also often add an adult education programme to their traditional functions.

Third, there is a category of institutions that were founded for non-educational purposes but have added an adult education component. Military, government, business and voluntary organisations are extensively involved in the education of adults and have a substantial impact upon the field. Other bodies, such as cultural centres and libraries also tend to have educational functions which have become substantial and significant.

Fourth, it is not uncommon for communities to spontaneously develop their own organisations with adult education roles. Such organisations may begin with just a few people gathering together for some purpose such as learning about legal rights, developing means of distributing locally produced merchandise, improving community welfare through collective

projects, or discussing religious or political questions. In many ways it is through these spontaneous movements that many pioneering innovations and exciting developments are taking place and giving a major thrust forward to the lives of adults, communities and societies.

Fifth, an institution of a different kind is the extended family, declined to some extent in the industrialised world, but remaining a powerful force in many countries, serving as a network for the transfer of information and experience, moral values and understanding.

The scope and range of agencies which have a role in adult education are continuously expanding and becoming more comprehensive so that they now pervade vast areas of adult life. The task is to continue to involve the researcher and to recruit the unlearned. The nature and extent of the involvement in adult education may vary significantly from agency to agency. Many agencies are volatile and proactive bodies whose influence waxes and wanes as the needs of adults and society change. As stated above, the demand for adult education is expected to continue to increase. In order to meet expanding needs and demands, it is necessary that agencies provide further learning opportunities both for adults already being reached and for those adults who are still unreached. Bold and challenging alternatives are urgently required to meet the challenge, but all encompassed in the concept and definition of adult education previously cited.

Consideration should be given to the role of competition among agencies and its effect on innovation. This can cause agencies to duplicate each other's work in some areas while

collectively they are not meeting many needs crying out for attention. Agencies may collaborate or complement each other through a variety of arrangements that may range from an informal exchange of information to the creation of a consortium. Consideration could be given to the coordination of learning opportunities. While joint activities are being considered and implemented, each agency should identify its unique role and capitalize on this uniqueness so that the whole field of the education of adults may be enhanced.

Any expansion of adult education may be propelled by an increasing commitment by the existing agencies. Expansion may also develop from the involvement of existing agencies not yet committed to adult education. Still other agencies may increase their offerings in quantity or scope. They may also be a new orientation of the total agency involving a change of goals and objectives. Expansion may also be reflected in an increase in the number of agencies with new formats and patterns quite different from those of existing agencies.

It is often useful to have advisors or an advisory body to assist in the development of programmes and activities of an agency. Advisors may provide contacts with specialists or bodies outside the agency whether at regional, national or international level. This assistance may be provided in many ways such as making suggestions about new programmes, about public relations, about fund raising, or about evaluation. From the point of view of organisation an important consideration is that the function and role of advisory bodies be clearly defined

and stated in order that there be no confusion between those who give advice and those responsible for decision-making and administration.

When involved inside an agency, it is useful to stand back from time to time and make an objective self-study. In order to do so, there must exist some guidelines for serious appraisal. The questions below are suggested as an aid in looking at the anatomy of an agency, but may not be complete or appropriate for every agency. As the plan for a particular review develops, priority may be given to particular questions. An agency may not have an answer or response to every question. For example, there may be no official definition of adult education so that it is necessary to infer or deduce one. An examination should not be limited to the level of value judgements but should rather be an attempt to understand an agency in terms of its purposes. In this way observations and findings can be made useful in the short and longer terms. The following outline of topics and suggestions may be useful:

Sponsor: Who are the sponsors? What is the purpose of the sponsors? To whom does the agency report? Is it voluntary, private, public or proprietary? Is there an advisory committee or board of directors? How long has it been established? What are its links with state, national, and international bodies or consortia?

Mission-goals: What is the philosophy or mission of the agency? How does the agency define or describe adult education? Why is the agency involved in adult education?

What are its stated or otherwise identifiable adult education objectives? What is unique about the agency?

Staff: How many people participate in the programmes? What is the intended and actual population served? What are the characteristics of the participants? Are there entry requirements or other limitations? Does the clientele have the skills and abilities needed for fruitful instruction with the programme? Is recognition given to the achievements of the learner? Is recognition provided by the agency or other body? How are the students recruited? Is the agency made easily accessible to the clientele?

Programme: Are the needs of the learners identified? Are the objectives stated or otherwise made known? Who develops and implements the programmes? Do the learners participate in programme planning? Are the methods, materials and organisation developed as a meaningful potential learning opportunity? What is the nature of the support services? What programme resources are available from the agency or other sources? Does it publish materials?

Support Services: Are the facilities and equipment appropriate to the objectives? How is the programme promoted or made known to the clientele? What counseling service is available? Are the registration procedures and schedules adequate and appropriate? Are the fees and other charges within the financial reach of the potential clientele? Does it obtain support services from other agencies? What are the financial resources that enable it to be stable and effective?

Evaluation: Is there a plan for evaluation? Is the intended clientele being reached? To what extent are the needs and objectives of the learners and of the sponsors being reached? Are all aspects of the agency being evaluated? In what ways and to what extent is there self-evaluation by the learners? Does it change as a result of evaluation? Is the evaluation approved, reviewed or accredited by an outside organization?

Future: Are there current problems that need to be resolved? Is there a stated policy or plan for the future? What is the outlook for the future?

C. Programme Development and Design

The purpose of curriculum construction is to design or build learning opportunities to help adults to prepare for life in accordance with their individual goals and those of society. Curriculum development is sometimes called methodology but more commonly called Programme development in adult education.

In adult education a curriculum is usually referred to as a programme. It is more than a course of study that outlines subject matter; it is a complete model or plan, the development of which can take place within or outside the agencies previously mentioned. Many possibilities can be envisaged. For example, it can eanble people to study in groups or independently; it can be full or part-time; it may last for one session or it may extend over a few days, a month or years; it may be formal of informal, traditional or non-graditional, self-directed or

other-directed, life centred, subject centred or learner centred. Of course these various distinctions are not always meaningful or applicable to all programmes.

People are born into a culture that is constantly changing. To be an effective participating member of a society, each individual must have opportunities to learn. In a perhaps over-simplified way, three types of learning are often identified. First, there is that body of knowledge and behaviour that is common to everyone; it is central or common. Adults need to acquire a common fund of experience so as to maintain stability and accepted values in a particular society. These are after all the elements that enable citizens to survive in a society. It is this type of common body of which knowledge forms the basis of general education. At the same time, it enables people to understand other people and to communicate with other members of society because they have commonalities - a "common language." Second, in addition to the common fund, there are other special bodies of knowledge and skills that only some people need, are interested in, or able to acquire. On the other hand, it enables learners to practise in essential fields such as vocational, professional, political, economic, and other types of endeavour. Third, there is a type of knowledge and behaviour, alternative bodies from which a learner can select to arrive at the same objectives. Change in society is largely brought about through alternative bodies. If change is desired, education must enable

the alternative bodies to be developed. These alternative bodies may then become special or common elements. Of course, if there are too many alternatives, society may in part disintegrate. Societies develop by maintaining, adding, or eliminating selective parts of the common, special, and alternative bodies.

Programme development reflects culture and society as preservers and transmitters of it. It is desirable to maintain and transmit elements of the culture that give stability and at the same time provide the flexibility needed to enhance change. In this way, education enables individuals to achieve greater control of their present and future lives rather than submitting to it. Thus, in Brazil, it is considered that "cultural activity enhances each person's potential by preserving the community's cultural heritage."

It is important that educators of adults and national leaders decide upon those elements that they wish to see changed and also upon those that they wish to maintain and set priorities.

Change is taking place at an accelerated rate and more people are living longer. This means that the amount of change to be coped with each year by an individual born today may be substantially more than for an individual born a generation ago. It also means that people have more second and third chances to learn. This suggests that adult education is becoming more complicated and also more urgent.

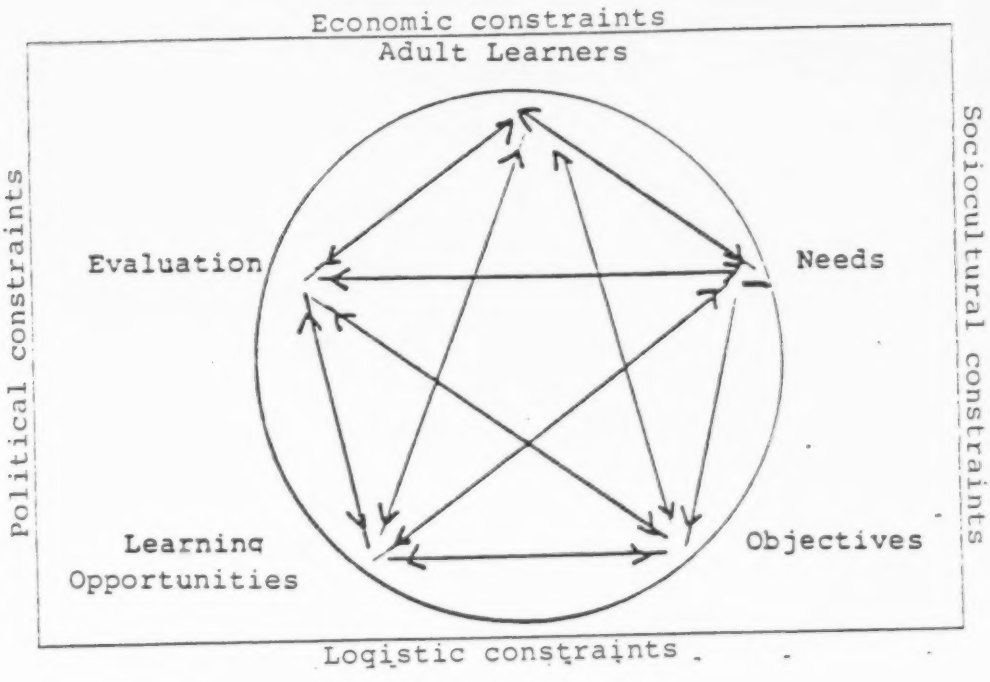
Some people may be able to create and develop learning opportunities more or less "naturally." However, most people need guidance, a plan or a model, so that they can develop their

own programmes for learning. Promoting self-directed learning is a major objective of adult education and most adults must learn how to do it. It is important to note again that the participants be involved in the development of programmes so that they are not imposed from above nor accepted uncritically. The process of encouraging adults to become self-directed should proceed naturally from the programme design and from the learning experience itself.

It is recognised that considerable data can be gathered and used in developing a programme. When it is appropriate for value judgements to be made, they should be clearly identified as such. Theory must be related to practice so that programmes can be developed on the basis of a rational and relevant framework of analysis. Since the ingredients of programmes change, development must also be continuous.

Programme construction requires consideration of the following questions: Who are the adult learners? What are the needs to be met? What are the purposes and objectives to be achieved? What are the learning opportunities that will assist the learners to attain the objectives set? How to evaluate to determine whether the objectives are being reached in an efficient manner within the appropriate time?

The schematic drawing below is to highlight these elements and to reflect their interrelatedness. They may be put together into a relatively simple or a complex programme.



Programmes should constantly be adapted to needs on the basis of experience, evaluation and changing circumstances. The model and principles of programme construction for adult education are the same as for all education and should be considered in the total context for lifelong education. In a broad sense, a programme for adults could consist of the total educational experience or learning of an adult. In practice, however, each planned programme constitutes a part of the total educational or learning pattern of adult students.

1. Adult Learner

Adult education programmes are focused on the adult learner. Accordingly the discussion of the adult learner permeates the Primer. Specific consideration is in Section II, The Clientele of Adult Education.

The Primer continues with a discussion of the second element of the delivery system: adult learners, NEEDS, objectives, learning environment and evaluation.

2. Identification and Assessment of Needs

The identification and assessment of the educational needs of adults is basic to programme development. Not only is it significant but many educators of adults find it difficult. Needs provide the basis for setting objectives for programmes. These objectives in turn are the basis for the development of learning experiences and the evaluation of results. It is crucial that needs be properly identified and assessed. If they are inaccurately assessed, then programmes may well be inappropriate.

A need may be viewed as an internal drive to attain the overall sense of personal equilibrium that is necessary for an active and fulfilling life. There are always tensions of various kinds that are created by factors in the environment, and the individual must weigh and balance them. Needs may also be viewed as the gap between the status of an individual in a given area and a desired goal.

In what is sometimes known as the deficiency model, needs may be looked at as a difference, lack, or deficiency that requires some remedial or other type of learning in order to reach some standard or norm. It is preferable, however, to look at a need from a more positive angle and to encourage a dynamic and enthusiastic spirit toward learning itself. Certainly, it is as exhilarating to learn to read at age 65 as at 5. In terms of the learner, meeting a need is not remedial. It is a positive act of accomplishment, which compels or incites the individual to proceed to a new and more satisfying level or status.

The need may be identified or recotnised by the individual or it may not. In a broad sense, it may be stated that no individual has a need that is unique. Rather it is the combination of various needs of varying intensity that makes each individual unique. The following are some statements that should be considered: (1) Some needs are international in scope, others national, regional or local. (2) Some needs require immediate satisfaction whereas others are important but not urgent. (3) Some needs are contingent upon prior needs having been satisfied. (4) It is desirable and necessary for effective planning to seek and examine evidence from which may be inferred needs. (5) It is necessary to determine the present situation in order to decide whether there is a gap between it and desired goals. (6) Goals based on desired norms may be influenced by the aspirations or tasks as perceived by the learners; judgements

of peers or experts, measurements by standards that have been developed. (7) It is difficult to project what the desired standards, norms or goals may be in the future. (8) It is difficult to identify or infer a need resultings from where people are at a given moment and where they may or aspire to be in the future. In general, however, the more immediate future may be anticipated with considerable accuracy and specificity. For example, data can be analysed for trends and competencies can be identified which are necessary to operate technology now being developed.

There are many sources of information and evidence about needs which in turn may indicate educational objectives. In identifying and collecting data, attention should be given to objectivity. Participants in the collection of data about needs should avoid reflection of personal cultural biases. Bias may be good and desirable for some purposes, but judgements based upon the prejudices of those who are collecting data about educational deficiency should be given conscious recognition at the appropriate stage of programme development.

Of course, cautious judgements based on guidelines can be used in determining the types of data and and sources of them. One guideline to limit the search and thus assist in being efficient and effective is to identify clearly the goals of the sponsors. For example, a car manufacturer would be likely to obtain data from sources different from those required by a

nursing home. The search for items may be narrowed if the types of clientele can be identified. Another general guideline is to collect data that can be expected to relate to educational needs. It is well to err on the side of broadness, lest relevant information not be collected or discarded too early. Much data may already have been gathered for other or similar purposes. Some may have been collected and analysed by fields of study and associations. It is well then to review existing literature and other resources so that the most valid data can be used without duplicating time and energy. These data can be utilised and adapted to specific situations but sometimes it may be necessary to complement them with more specific information at the local sponsor or programmes level.

Caution should be exercised to make certain that the necessary modifications are made to suit the local situation, such as in the following example:

> In Cyprus, the subject-matter of adult education courses is decided by the teacher himself in association with his centre's organising committee (whose members are chosen from the students). The courses are thus planned having regard to the specific characteristics of the community and the particular areas of interest and the abilities of the students. In addition, they are discussed by the group before being introduced.

Needs as a basis for programme design originate from several sources:

1. Adults. There are needs that can be derived only from the individual who is the potential learner. As stated elsewhere it is crucial that the learner identify with needs that any programme is designed to meet is also a way to build in both motivation and recruitment.

2. Society. There are some needs that are common to all members of a society. To identify them it is necessary to look at the broad spectrum of society as well as at more specific segments of it.

3. Contemporary Life. There are some needs that have to be met if a person is to function competently as an individual, as a worker, and as a member of a family. Studies of the contemporary environment may help to identify needs and data from which inferences about such needs may be made.

4. Content. Specialists in various content areas are useful in identifying needs and also in providing common symbols which can serve as a basis for rational thought and communication.

5. Occupations, vocations and professions. There are career areas in which certain fundamentals are required for effective performance.

6. Teachers. There are teachers, instructors, and facilitators whose input is valuable because of their regular communication, usually in a face-to-face situation, with adults. Their past experience of working with similar groups of adults can contribute to the identification of needs. They can also analyse data and interpret them.

7. Programme Administrators. There are specialists in programme design who are able to integrate evidence from many sources. In addition they are often able to bring together or readily communicate with other persons who are providing an input.

8. Sponsors. There are agencies and sponsors who make input because they usually have clearly stated needs.

9. Culture. There are some needs that must be met in order for individuals to achieve control of their destiny and expectations and yet function within the framework of dictates and loyalties demanded by a culture. It is necessary to obtain data on common patterns of values, loyalties, feelings, and rules that influence behaviour. Frequently subcultures, whether they be regional, religious, urban, ethnic or class centred should be considered.

10. Professional and other organisations. These are needs that professional and other organisations can usually provide, such as substantial, comprehensive, and in-depth data and analysis.

Some of the sources for collecting data about needs are the following which may be used separately or in combination:

(1) Personal approach such as interviews, observations, diaries,

polls, visits, telephones, mail. (2) Print and non-print media such as newspapers, periodicals, radio, TV. (3) Reference to documents such as reports, records, census. (4) Research data such as experiments, task analysis, analysis of behaviour, pretest and entry behaviour assessment methods. After the data have been collected, it is necessary to categorise or order them in such a way that they may be analysed and educational needs derived or inferred from them. The standard or competency to be achieved, which may be based on some norm or value judgement, should be specified precisely and be realistically attainable. It is well also to recognise that, even with good guidelines for collection of data, some may be of no or little value in helping to identify educational needs. However, as already pointed out, it is better to over-identify than under-identify lest some significant needs should be missed.

The needs will be translated into objectives, which are of two parts: first, there is the behaviour that is desired, e.g., to develop attitudes, to appreciate, and to develop the ability to think and to obtain knowledge; second, there is the content or subject area to be mastered, e.g., career, family life and citizenship.

Needs can be assessed according to a scale of importance and thereby priorities can be set. As previously mentioned some one or some group of persons must make the decision concerning what these priorities should be. Some criteria for assessing importance include: (1) Significance to individuals, agencies and society; (2) Prospect that needs can be met through education; (3) Availability of funding; (4) Level of commitment on the part of

and capability of the sponsor to meet needs; (5) The existing strengths of the agency and the ability to maintain the programme; (6) The interests of administrators, teachers and support staff; (7) The interests of the clientele; (8) Availability of support resources, e.g., library; (9) Job placement opportunities; (10) The uniqueness of the programme.

The role of educators of adults and particularly programme administrators is significant because their role is to arrange and coordinate plans for the assessment of needs and follow through the whole delivery system, including evaluation. It is true that participants will have vested interests and that the programme administrators must give each appropriate attention in the decision-making process. In this way, consistency, good relationships, compatibility, and priorities may be continuously considered and balanced.

The Primer proceeds with a discussion of the third element: adult learners, needs, OBJECTIVES, learning opportunities and evaluation.

3. Objectives

After needs have been identified and assessed, the next step is to translate them into objectives. It is advantageous to put objectives in writing for purposes of clarity and record when later reference has to be made. A statement of objectives is useful in the following ways:

1. The objective records what is intended to be done. It establishes guidelines and forces a focus in order that the needs that have been identified and assessed may be met.
2. Objectives enable one to make decisions as to what is to be achieved, what content is to be selected, what changes in behaviour are to be anticipated,

what priority is to be given to which activity, and what eventually is to be evaluated.

3. Objectives clarify for the adult learners what is expected to be achieved by each learning activity. They also provide a standard so that individuals know when they have attained a set target.
4. Objectives enable the teacher to have clearly in mind what is to be learned, thereby giving a base for the learning experiences which are to be provided. They also enable the teacher to make evaluation of student progress.
5. Objectives provide a base for evaluation, accountability and stability. In some cases, they may also be the base on which certification can be judged.
6. Priorities or hierarchies of objectives can be set and may be achieved singly or in groups.

Objectives have been often classified in different ways. Hilda Talba classified them in terms of knowledge; that is, facts, ideas, concepts, generalisations, and principles. A second classification is in terms of reflective thinking, which includes interpretation of data, application of facts and principles, logical reasoning; values and attitudes, sensitivity, and feeling; and practical skills. Still other classifications simply use the words skills, knowledge, and attitudes. Krathwohl and Bloom suggest two classifications: one, the cognitive, and the other, the affective. Their cognitive classification includes (a) thinking, knowing, problem-solving; the acquisition of knowledge; the abilities and skills to use; and (b) behaviour - the recollection of facts and principles; the application and breakdown in use; putting the whole together from the parts. The affective domain, according to the same authors, includes attitudes, values, interests, and appreciations. These are complex and there is often little agreement on their definition. Under affective

learning may also be found internalisation, inner growth or the process of becoming aware of and adopting certain principles or a code which forms value judgements as a basis for action.

There are several approaches to the statement of objectives, each one giving focus and priority to a particular aspect of the process. Each approach must, however, consider all aspects.

1. Teacher or instructor oriented. In this case, the statement emphasises what the instructor or the teacher proposes to do (and what is expected of the learner).
2. Learner oriented. In this case, a statement of objectives specifies what the student is expected to learn as a result of the experience.
3. Activity/function oriented. In this approach, emphasis is on the activity or activities that will be involved in the learning experience.
4. Sponsor oriented. In this approach, the sponsor clearly indicates its intentions about what is to be achieved by the agency that is to undertake the task of educating adults.

In terms of the learner, it is possible to have stated objectives consistent with the various approaches that are used. Indeed, in a given programme, objectives may at times be stated differently according to the approach, but in the final analysis, since learning is an individual matter, all approaches should not only be consistent with each other but also focused on the learner.

Objectives established by the government are usually in the form of legislation. In other cases, they may be contained in policy statement or sets of rules. In still others, they may also take the form of proposals. Objectives can be formulated in many different ways depending on the purposes to be achieved. Objectives should consider the following:

1. The learner or the performer should be clearly identified.

2. The desired behaviour should be stated at some level of specificity--that is, what should the learner be able to do or to know?
3. The subject matter or content should be stated at some level of specificity--that is, what should the learner know?
4. What product is likely to result?
5. What conditions surrounding learning are to be identified and described?
6. What criteria for judgement of the extent of achievement are to be stated--that is, how much is to be done and how well is it to be done? Time constraints and accuracy are important in this consideration.

Learning outcomes should not only be stated in terms of what can be observed, but also, when possible, in terms of what can be measured so that achievement can be evaluated. In the formulation and statement of objectives, the type of behaviour as well as the context in which the behaviour applies should be stated perhaps at various levels, but on an appropriate level of specificity. The objectives should be developmental in nature; that is, in each case, they should be specific enough to lead on to others.

The Primer proceeds with a discussion of the fourth element: adult learners, needs, objectives, LEARNING OPPORTUNITIES, evaluation.

4. Learning Opportunities

- The Teacher and Learning

Perhaps the biggest challenge facing adult education today is the absence of adequately qualified personnel, including skilled teachers. It is true of literacy programmes in which ideally the newly literate should become the teachers of the illiterate. However, this seldom happens, perhaps largely because the original teachers are often not properly trained. Nor is this problem in any way limited to the sphere of literacy teaching:

> A considerable number of countries emphasize that the effectiveness of education is greatly reduced because teachers and organizers are not proficient at teaching adults. Jordan, Mauritius, Nigeria, Seychelles, Switzerland and the USSR are among the many countries which stress that adults require a special teaching ability on the part of teachers and organizers. The need to take account of the particular expectations and behaviour of adult education groups, the attention which must be paid to the experience of the learners and the adaptation of subject-matter to various social and vocational practices are mentioned as being very important in education specifically for adults.

Various terms are used as synonymous for teacher and each one gives emphasis to a certain role. They include: facilitator; coordinator; animator; leader; tutor; subject matter expert; organiser; resource person; director; advisor/counselor/orientor; learner; evaluator.

Teachers have many functions to perform which makes a complex situation. They include:

1. Developing learning opportunities for adults that extend from identifying needs through evaluation including selection of methods and resources.
2. Understanding the backgrounds of individuals and relating them to objectives.
3. Motivating and otherwise helping individuals to develop a desire to continue to learn.
4. Assisting individuals to become self-directed learners.
5. Developing an environment conducive to learning by individuals.
6. Continuing their own learning.
7. Developing a career for themselves.
8. Satisfying a goal of their own and of their agency and sponsor whether it be based on altruism or calculations of economic advantage or other ends.

In the development of any learning situation there is usually one person whose role is to assemble the programme. There may be programme specialists, curriculum experts,

producers, and other persons, but usually at the operational level it is the teacher who is responsible. There are no short cuts to learning by the individual but the teacher can assist in creating or arranging an environment so that the effort, time and money of the learner may be used more efficiently and effectively.

In order to recruit teachers, it is sometimes useful to inform potential people of some satisfactions and benefits of being a teacher. They include: being of service; making a contribution to society; earning a living; expressing and developing a spirit of inquiry.

Often teachers are thought of merely as transmitters of knowledge. This is an important function, but other roles must be performed. The scope and nature of these may be determined by the agency for which they work, the individual, or the interests of other organisations, such as professional associations or universities.

Some of the characteristics particularly related to effective teaching of adults include: commitment to the education of adults; competency in a subject or subjects; a favorable attitude towards learning; understanding of adults; enthusiasm and ability to motivate; self-directedness; flexibility; emotional adjustment; willingness to assume responsibility; the desire to excel.

Teachers must relate their own qualities and competencies to the roles and tasks to be performed. Just as they develop, analyse and evaluate learning opportunities for students, so they should be determined to enhance their own professional

competence. While teachers have basic professional goals and tasks to perform, they always also have personal and related concerns whose importance varies. These concerns may include promotion, desire for tenure and job security, research, interest, the wish to publish and relationships with peers. Sponsors of adult education agencies should be aware of the value of good teachers and provide appropriate recognition for their efforts.

It is sometimes said that a person is born an artist, a baseball player, a researcher, a mechanic or a teacher. There may be people born with potential to be great in a particular field. However, proficiency or greatness in whatever degree results from learning and practice whether self-directed or other-directed. It behooves those persons who have special talents, along with those with lesser talents, to learn and continue to learn to be better teachers. Each teacher needs an ongoing training or professional development programme.

- The Learning Environment

The learning environment is a mix of physical, social, emotional, and educational forces that shape learning activity. It is impossible for educators or adults to be aware of all the positive or negative prior learning experiences of adult participants. Nevertheless, while past experience may color positively or negatively current learning experience, educators of adults can take action to minimise the effect of previous negative learning experiences while building on favourable ones.

The learning environment should be designed to treat adults with respect and dignity. Those responsible should

strive to instill in them a sense of self-worth and personal accomplishment and satisfaction. The learning environment should be designed to overcome barriers to new learning, offer new learning opportunities and open up new horizons. Adults need to be motivated, to develop a sense of achievement and expectation. Course style and content must be well adapted to the age, status and taste of the target group. Adult education provision is often designed to bring educationally deprived people up to a certain level or to remedy the gap left by unsuccessful schooling; it must therefore be sensitive to the negative attitudes to education of many members of its clientele.

> Many literacy and basic education programmes echo in their subject matter, aims and teaching methods the elementary education provided by primary schools. According to reports submitted by Burkina Faso, Central African Republic, Guatemala, India, Jordan and the United Kingdom this school-based view of the curriculum destroys the motivation of the illiterate. It also means that what is learned as a result of literacy activities produces little change in individual behaviour and is seldom applied a community development work. In the view of some countries such as Jordan, Maldives, Nigeria and Turkey, the school approach to literacy education is a major cause of relapse into illiteracy.

- Facilities

Facilities for adult education--for learning--are virtually unlimited and can be wherever adults are. Facilities have aesthetic and architectural qualities. However, educational activities should be chosen on the basis of appropriate educational criteria. Before listing the criteria that educators of adults should establish in terms of the physical setting, it should be noted that educators of adults are often given little, if any,

choice in selecting location and facilities. Despite this constraint they must examine the environmental situation so as to determine to what extent and in what way it can be made more conducive to learning.

Because of the diversity of learning opportunities and of the adults participating in learning, priorities and compromises have to be set. The following criteria may be considered:

1. The facilities should reflect the methods and materials used for the achievement of objectives;
2. They should be appropriate to the life style of the students;
3. They should be valuable and accessible to students in terms of time and place;
4. Transportation should be available, wherever possible;
5. Adequate heating, lighting, ventilation, etc. should be provided;
6. If necessary, power and services for equipment should be provided;
7. There should be adequate and adult seating arrangement and supplies of paper, writing instruments, blackboards or more modern equivalents and other learning aids as required.

Teachers may encourage students to consult agricultural experts, guidance counselors and other specialists. These may provide the support and advice that will help adults identify and solve their own personal problems using the services that are available. In this way students may become more effective in achieving their educational objectives. At all times teachers should take into account the impact of social moves and attitudes on the behaviour of the group of students in the learning environment.

- Instructional Aspects

With regard to the instructional aspects of the learning environment, it is necessary to clarify some terms. Methods in adult education are orderly means of providing learning opportunities to assist learners to achieve their objectives. Some aspects of methods are referred to as techniques. Materials are audio or visual items that are used in or that accompany a method. Equipment concerns devices that enable the material to be accessible to the learners. All these components of a learning situation are closely related and complementary. In practice, sometimes equipment and facility can designate the same thing, e.g., a laboratory. Sometimes the same term is used for material and equipment, e.g., television; and sometimes the same term is used for method and material, e.g., programmed instruction. In a learning opportunity, for example, the method may be expository, the material a film, the equipment a projector, the facility a living room.

A method or material does not have any intrinsic value. Its usefulness is directly related to the activity through which it assists adults to learn in order to achieve their objectives. It is clear, however, that methods and materials are vital to educational practice. Some methods and materials may be more appropriate to independent study by adults than for study in groups. Before selecting a method or material, the merits of each type should be examined and assessed in the light of the purpose and conditions in which learning and teaching will take place. For example, radio and television are both available

to a wide audience in some areas, but radio can be listened to in a car or when walking, while television may still require a fixed location in most places. Printed materials can be read wherever there is light, whereas audiovisual material may be used only where there are appropriate facilities and equipment. When possible selected materials and methods should provide the learner with choices and the possibility of varying the pace. It should be noted in addition that one method or material may be more readily used with another one and thus provide reinforcement. Moreover, in a given situation some methods and materials may be more appropriate than others in enabling students to achieve more than one objective simultaneously. Materials and methods should encourage a sense of comfort, a feeling of appropriateness to life style while meeting the expectations of students, teachers and sponsors.

It is noted that radio and television can be used to reach a wide audience but they are often much more effective as instruments when used in conjunction with a face to face situation where the facilitator can organise learning and discussion in an effective manner. A caution may be in order.

> The use of distance education is frequently considered to be a solution to the problems posed by distance and difficult access. It should be noted, however, that according to the reports from Burkina Faso, Burundi, Central African Republic, Ecuador, Haiti and Mexico, the broadcasting of literacy programmes is still an uncertain affair, particularly in the case of isolated communities. In these countries, radio broadcasts can only be a complement to direct teaching and then only on condition that both subject-matter and the organisation of reception are well coordinated. Finally the report submitted by Ecuador stresses that the use of radio frequently leads to the standardisation of programmes, while isolated communities require their individual cultural and social identities to be taken into account.

Another specific example is the use of newspapers. They are an invaluable tool for supplying the newly literate with material to read so that they do not lose, as can well happen, their newly acquired skills. Apparently the incentive of "two way communication" through the publication of readers' letters is particularly beneficial.

The new technologies provide complementary learning opportunities for adults to achieve desired objectives. They include: interactive video, two way audio, tutorial tapes, computor-based equipment, and video discs. In order to select a method or material, it is useful to identify such criteria as the following:

1. Will it assist the learner to achieve his or her objective(s)?
2. Is it appropriate to the learner in terms of such factors as age, social and cultural background, previous experience, attractiveness, actual skills and handicaps?
3. Have the learners had previous experience with it? Do they know how to use it effectively?
4. Have the teachers had previous experience in the identification, selection and use of it? Do they know how to use it effectively?
5. Is it available and accessible at the appropriate time and place?
6. Does it facilitate feed-back? or interaction?
7. Can the results be evaluated? What are the results of previous evaluations?
8. Is it cost effective?
9. Are the necessary support services such as facilities and equipment available? Are they accessible to users?
10. Is it acceptable to the sponsors as well as others involved in the learning process?
11. Does it have aspects that make it unique in terms of potential audience?

The two general types of teaching methods rely on exposition and inquiry. The expository method places the teacher in the role

of presenting material and giving direction to the activity. The inquiry method places the teacher in the role of a facilitator who assists students in obtaining answers to their inquiries.

Time and timeliness are vital to learning activities. Learning takes place when adults feel that the timing is right to engage in a learning activity. The task is to make learning opportunities accessible to adults when it is timely for them. It is crucial to recognise also that to achieve some objectives takes more time for some than for others. Even considering prior experience, the complexity of behaviour and content, and the diversity of learning activities among adults in general, it takes longer to develop attitudes, values, and appreciations than to develop skills or to obtain information. The amount of time which adults can devote to a learning activity is a most important factor. Teachers have to be selected and the learning environment developed that the timing and amount of time are appropriate. The season, the time of day, weekends, vacations, and holidays, as well as cultural patterns have to be considered.

Learning is an individual activity. Basically, the adult learners identify and recognise their own achievements and make judgements about their nature and scope. There is also merit in achievement being recognised by other individuals and groups. Recognition may be given by peers, who may or may not have participated in the same learning situation. Peer recognition may at times be specific and tangible while at other times it may be indicated less clearly expressed in a statement or by an implication of approval. Because adults often come to education with only a limited experience, they may question their ability

to learn. Legitimate praise and constructive criticism are helpful and can relieve a sense of anxiety and fear. Some external form of recognition may also give confidence in learning ability. Recognition may also have many uses outside the classroom. It can bring prestige and, of course, a major advantage of tangible credentials is that they may be an asset in obtaining a job or promotion. Reputable credentials, accepted by employers and educational institutions alike are essential for adult education provision if the goal of lifelong education is to be reached. Adult education courses need therefore to be given recognition on a par with the formal education system, so that individuals can move from one form or level of education or training to another or from work to education and back again.

Forms of recognition include: certificates, letters, plaques, education units, credits, degrees, and diplomas. Where adults are being paid, their learning achievements may be rewarded by pay increases. Recognition for quality performance in programme has benefits both for sponsors and agencies. By meeting specified criteria or standards, agencies may be licensed, certified, or approved by government bodies, international organisations or professional associations. Such recognition is useful to an agency when applying for financial grants, recruiting students or recruiting teachers and staff.

The Primer now proceeds with a discussion of the fifth element: adult learners, needs, objectives, learning opportunities and EVALUATION.

5. Evaluation of Programmes

- Aims and Users of Evaluation

Evaluation of learning and agencies is now on the priority list of many educators of adults. It should be higher because it is the base for accountability. Such an accountability may be to the sponsors, trustees, government, or the founders, or other persons who may be involved in the decision-making process. Evaluation is also a way of showing participants in the programme or activities that their own objectives have been met. Furthermore, it may also be to satisfy those who are accrediting, certifying or licensing programmes.

The purpose of evaluation is to assist an individual or organisation in making decisions. It provides evidence, analyses and hypotheses on which rational decisions can be made. It assumes that every operation can be planned and improved and that individuals, agencies and sponsors have a commitment to change and improve. Evaluation must be carried out in context because educational activities build on previous experiences and lead to future activity. Evaluation in some form is always taking place but it is often intuitive, not planned. The purpose of planned evaluation is to eliminate, as much as possible, guesswork and ignorance in making decisions about effective and efficient educational programmes and activities. It is a systematic way of gathering and analysing performance and other

evidence and relating them to predetermined objectives, which insofar as is possible and reasonable are stated in terms that permit assessment and verification.

In a broad sense evaluation may be linked to accountability for the time, effort, and resources that are expended. The premise is that it is important to know whether objectives are being achieved. The purpose of evaluation is to assess performance in terms of objectives. It should be clear that programme objectives must be clearly stated in advance so that relevant evidence may be collected prior to, during, and after the educational experience and analysis and that unrelated facts may be identified and discarded. It is noted that as previously mentioned, needs are identified and assessed by what is and what was set standards and norms. In the evaluation process objectivity is necessary though in many cases one cannot avoid an element of subjective judgement which should always be clearly identified. For a maximum of relevance and objectivity it is usually preferable to select as evaluators people from both inside and outside the framework of the activities concerned.

Evaluation has many possible functions, some of which are stated below:

1. It provides data and other evidence as a basis for decision-making.
2. It can serve to test a hypothesis or to answer specific questions.
3. It provides evidence in order to make most efficient and effective use of the people and agencies.
4. It may be used to modify the objectives, that have previously been established or as a basis for setting future objectives.

5. It may contribute to the development and conduct of all aspects of the learning experience.
6. It can assist the adult to learn more effectively.
7. It can provide a firm basis for planning the next episode in a sequential and developmental process.

The above are the major purposes of evaluation. However, the process will be even more useful and efficient if more than one purpose can be evaluated by one instrument or method. As educators of adults proceed with evaluation, it is important to develop a plan or rationale. It raises questions such as:

1. What is the reason for a particular evaluation?
2. What are the objectives to be evaluated?
3. What are the terms of reference?
4. Who is to evaluate?
5. What evidence is to be collected in terms of objectives?
6. What instruments are available for evaluation?
7. How are the data to be analysed?
8. To whom is the evaluation to be reported?

As these questions are being answered, it is again noted that judgements concerning what is a desirable evaluation plan should be made before deciding what can be evaluated under the given circumstances.

- The Terms of Reference

The key elements of the evaluation process are as follows:

(built-in) It should be built in as an integral part of planning and operation and not considered as an appendage;

(systematic) It should be an organised plan;

(comprehensive) It should cover all aspects of the programme activity;

(credible) It should appear credible to all concerned;

(multiple objectives) It should evaluate more than one objective or phase of a process whenever possible;

(sequential) It should build on preceding evaluation and lead to further evaluation;

(continuous) It should consider all the phases from the beginning to the completion of a programme or activity;

(participation) It should include all the persons who are involved;

(positive attitude) It should be constructive rather than negative;

(priority) It should set priorities for dealing with particular aspects of a programme when a comprehensive evaluation is not required.

- Who is to Evaluate?

The evaluators of adult education are related to the users of the results of evaluation. Evaluation by the learner is to some extent self-evaluation. Closely related to self-evaluation is peer evaluation; that is, evaluation by colleagues engaged in the same kind of activity. Evaluation may also concern the conduct of the programme and in this case it may be done by the teachers. Teachers have to consider not only the goals of the students but their own goals and role in the process. Sponsors of programmes, whether agencies or other bodies, may also have specific outcomes to evaluate in order to obtain evidence so that they can effectively make decisions. Sometimes outsiders, such as accrediting or licensing groups may want to evaluate in terms of the goals that they have specified.

Sometimes there is a role for the evaluation specialist, who can bring to bear technical and procedural skills. A professional evaluator is often able to facilitate the development of an effective evaluation process or plan with a particular emphasis on validity, reliability and objectivity. It is

important that all the people who have an interest and a capacity to be involved in a programme should take part in the evaluation.

- Data Collection

The data to be collected should be clearly specified in terms of the set objectives. All relevant data should be collected. Likewise, while some data may appear interesting, they should not be considered unless they are relevant to the objectives. It is often acceptable to rely on sampling rather than to obtain all the relevant information about all the learners and others involved, but care should be taken to ensure that samples are representative.

The instruments, devices or techniques for the collection of data may be selected through criteria such as:

1. Appropriateness to the objectives and situation;
2. Experience of the learners;
3. Availability of qualified personnel for developing questionnaires or acquiring, administering, recording and analysing data;
4. Availability of funds

Of particular importance is the ease and facility of the instruments selected for recording the data collected. Indicators, devices, and techniques for the collection of selected data include: attendance; examination; short answer tests; matching; true-false; questions multiple choice (pre- and post-testing questions); professional expertise; observation; simulation; rating scales; anecdotes; portfolios; peer rating; surveys and interviews. One or more instruments may be used in any one evaluation project. Likewise, a given instrument may be used to evaluate more than one objective.

- Analysis of Data

After the data have been collected, they have to be analysed in terms of the objectives of the education programme. The method of analysis should be decided in advance as part of the evaluation plan. Data which cannot be analysed in terms of the purposes to be served are of little value.

The methods of analysis may be different for qualitative or quantitative data. It should be remembered that statistics are not a method of analysis but only a tool. Analysis of quantitative data has been greatly facilitated in recent years by the refining of statistics and the treatment of data by computers and other technological instruments.

The usefulness of evaluation depends on the reporting procedures adopted. Reports should be made as appropriate to the various individuals and organisations for whom the evaluation was planned. Alternative forms of a report on the same evaluation may be made to different people or organisations. When reports are in specialised language they may need to be simplified for the understanding of other users.

- The Users of Evaluation

As previously indicated, evaluation is made primarily to determine whether and to what degree the objectives that were set have been achieved. Care should be taken to ensure that both the behavioural and the cognitive aspects of the objectives are considered. The evaluation should be planned and conducted at the same level of generality and specificity as the objectives originally set.

Stated in terms of users, the learner is crucial in the process and summative evaluation to guide the next steps. Because it is learning that is the end product, learners too must be involved in the evaluation process. Evaluation may be used for diagnostic purposes to determine the strengths and weaknesses of the learner and thereby indicate areas for further attention. Evaluation also enables learners with an opportunity to compare achievement with the time, the effort and the resources that they have expended.

Evaluation may also be useful to the instructor by providing an opportunity to find out if objectives are being achieved and if learning opportunities and environmental conditions are appropriate to each of the learners. It may also furnish evidence for the teacher to decide whether to modify the objectives or the various procedures that have been followed.

Moreover, evaluation is useful to the programme administrator in determining whether programmes are being conducted effectively and efficiently. It may provide grounds for appropriate analysis of all stages, from the identification of needs through to the evaluation of the learning experiences themselves. Evaluation may also be useful to ascertain whether the goals of the individual and those of the programme that are provided are appropriate and consistent. As previously indicated, the programme administrator has a unique facilitating role, and evaluation provides some evidence of his or her effectiveness. Evaluation is also useful for other decision makers, to enable them to judge the efficiency, effectiveness and appropriateness of programmes.

Evaluation may be helpful to a counselor in determining the appropriateness of the advice on learning activities, prerequisites, and capabilities given to the learner.

Whatever and whoever is being evaluated, it should be recognised that priorities must be set, and that the degree of precision of the evaluation must be decided before the evaluation begins.

Evaluation is a crucial aspect of education and can provide information for the improvement of programmes and the creation of new ones. Most importantly, it can demonstrate the effectiveness of adult education programmes. There is, internationally a great dearth of information and statistics concerning adult education provision and financing. However, the authorities are beginning to realise the importance of evaluation in the pursuit of effective, efficient programmes. At the Fourth International Conference on Adult Education it was recommended among other things that Unesco: "pay special attention to 'the' need for the systematic collection of statistics and continue providing assistance to Member States in this area," and that Member States:

> . . . increase studies and research on issues related to adult education, in order to provide informed bases for the planning, implementation and evaluation of adult education activities. . . .
> . . . stimulate research in which 'facilitation and participants may achieve concrete objective conducive to the scientific development of 'the science of teaching adults' and ultimately to the balanced, just and democratic development of society. . . .
> . . . establish appropriate lines of co-ordination, in adult education planning, between adult education personnel and others engaged in developing learning material.

SECTION IV

THE FINANCING OF ADULT EDUCATION

A. Adequacy of Financial Resources

Adequate financing of programmes is essential if educators, learners and institutions are to achieve the several goals which they have established and to which they have given priority. Yet the financing of adult education has traditionally been a much neglected concern. Educators of adults must take the initiative in acquiring financial support. They are the persons who must make the case for funding, whether it be with government, agencies or adults. Today, it is essential for all those involved in adult education to be aware of the positive effects of adequate financing. It is particularly essential for professional educators of adults to be fully aware of all the possible sources of finance that exist and how to make maximum use of them.

When referring to financing it is common for public authorities, business enterprises and educational institutions to refer only or primarily to the balance between income and expenditures. In fact, the gain from education to the individual and to society cannot be reduced to such simple accounting. For adults continuing their education is an investment in terms such as self-fulfilment or occupational advancement or both. For society, education of its citizens represents an investment in human resources vital for economic development. In other words, the money that the learner pays in fees or that public

authorities or private enterprises make available through grants and subsidies usually constitute only a small outlay as against the benefits that accrue to individuals and to the general good.

Above all, adult education providers cannot afford waste due to ill-conceived or badly conducted programmes or through neglecting the full potential for intellectual and social development in the population. It is saddening, and can be demoralising, for adult learners to commit money, time and effort to a programme that in the end they find unrewarding.

The greatest waste, however, concerns the large number of adults - a majority of the population in many countries - who do not take part in educational programmes because they cannot afford to do so. These adults suffer as individuals because they are unable to fulfill their learning potential. And society suffers because it is unable to benefit from the greater economic and civic contribution that adults could make if suitably stimulated and funded to participate in programmes.

In the modern world virtually all societies take for granted the need to finance the education of children and young people. However, they do not take for granted the need to finance the education of adults, despite the evidence that vast numbers of adults are debarred from continuing their learning by a lack of money. Yet all the Member States of Unesco have contributed to the following declaration: "For the individual, lack of funds should not be an obstacle to participation in adult education programmes. Member States should ensure that financial assistance for study purposes is available for those

who need it to undertake adult education. The participation of members of underprivileged social groups should, as a general rule, be free of charge."

B. Sources of Funding

Adult education provision is the product of a balance between what is considered desirable and what is attainable. As far as the public authorities are concerned, priorities are usually determined in the light of economic and political constraints. As for private enterprises, they are concerned above all, and not surprisingly, to increasing the occupational efficiency of their personnel. The result is that considerably greater amounts of money tend to be spent on programmes determined for adult learners rather than on programmes determined by adult learners themselves. Indeed, it is now sometimes argued that in certain highly industrialised countries the expenditure on adult education is as large as for the education of the young but that such expenditure is overwhelmingly allocated to vocational training.

In practice, financial support for adult education programmes assumes many forms. First, general purpose funds may be earmarked specifically for the education of adults by governmental or non-governmental agencies. Second, funds may be allocated only for specific purposes such as purchasing equipment, processing learning materials or advertising programmes. Third, funds may be allocated by governmental foundations and trusts, or non-governmental agencies for several purposes, one of which happens to be expenditure on

adult education, although it may not necessarily be designated as such. Fourth, a great deal of indirect financial support is provided by adult volunteers who work as teachers, organisers or support helpers for no financial return.

C. Motivation for Funding

The factors that motivate public authorities and other agencies to provide funds for adult education are numerous and varied. In practice there is usually a mixture of funding sources as well as other kinds of support. Educators of adults may find some of the motivating factors useful as they secure funding:

1. To express altruism, love or charity
2. To bring about greater equality of opportunities among people
3. To further the goals of the community or society at large or a specific agency
4. To provide opportunities for adults to continue their learning
5. To enable individuals to become more self-fulfilled
6. To improve the public image or morale of a sponsor or agency
7. To make financial profits by operating through or as a commercial agency

Since the public authorities are one of the main providers of resources for adult education, and legislators pass laws and allocate funds, it is important for educators of adults to know the reasons for passing the relevant laws. Closely related is the nature of the priorities that are set for programmes and making financial allocations out of public funds. The complex pattern of public funding requires careful scrutiny. For example, how are the priorities of the public authorities to be reconciled with the priorities of the agencies that they fund?

Some public authorities may use funds to influence the type or quality of programmes provided by agencies, if not their very fundamental aims. Some positive control may be desirable in order to ensure that programmes achieve publicly desirable objectives. However, when funding is used with a view to changing the particular goals of an agency, then the limits of control are plainly overreached. In a free and democratic society, it must surely be assumed that society does not have the right to restrict people from benefiting and from participating in the adult education programmes of their choice. At the same time, no one should be deprived of opportunity because of financial constraints. Of course, agencies must be accountable for the funds that they receive.

D. Who Should Pay?

The question of who should pay for adult education is closely related to the question of who should be educated and who makes the decisions which have been previously described? In most countries, there is a pragmatic approach to determining who should pay, that is, administrators and sponsors of programmes usually assume responsibility for deciding the level of fees and whether or not there should be exemptions or discounts.

Some people consider that employers should provide for the vocational education of their employees, and perhaps their general education as well. This view is based on the premise that productivity will increase and the employer will thereby benefit. Others consider that the public authorities should take responsibility for citizenship and general education

programmes because these benefit the entire society. Still others consider that the individual should pay for those programmes that are designed for individual self-fulfillment. In many countries, it is assumed that agencies with a particular purpose, such as religious bodies, should be largely or wholly self-financing.

It would appear reasonable to argue that whoever benefits from programmes should pay but it begs the issue of who or what benefits. There is, however, no agreement today in most countries about who should pay for what and at what stage in the adult lifespan. There is widespread agreement, however, that all adults should have the opportunity to pursue the goal of lifelong learning. Indeed, societies cannot afford to discriminate among their citizens if all are to contribute, according to their maximum potential, for the common good.

E. Some Forces Affecting Funding

In previous sections the forces affecting adult education have been stated. Likewise there are factors or forces that affect the financing of adult education. Within recent years some trade unions have become directly or indirectly involved in the provision of adult education. Through collective bargaining fringe benefits for education are more and more often negotiated. Rights to educational leave and other educational benefits are written into individual and group contracts. Probably because of the economic and unemployment situation, these contractual developments have not succeeded to the extent that seemed possible in the 1950s and 1960s.

Many adult education programmes have been and still are, looked upon as profit making, and in many countries, many organisations have recently been created for this purpose. In general, however, programmes financed from private and public sources are expected to "break even" if they wish to survive. The meaning of that term is subject to much variation. Much funding is for specific programmes and the result is that many adult education agencies provide narrowly based programmes.

Another factor related to the stability and continuity of financing is the comprehensiveness of the funding base. Agencies often endeavour to have several sources of funds so that they can survive if one source should happen to dry up. Clearly, if grants are made for a specific short-term project or on a year-to-year basis with no guarantee of continuity, it is difficult to establish stability in programming. The result may be job insecurity for the staff concerned and difficulty in attracting new staff. Moreover, the successful outcomes of programming are directly related to the presence of an effective working relationship with the clients. When adults have doubts about the continuity of a programme, their motivation and, in turn, their learning effectiveness may be adversely affected.

Many new proposals for financing have been suggested in recent years, such as providing adults with an entitlement to a certain number of years, days or hours of study or some specified amount of funds for their education. These plans assume that each adult knows best what is good for him or her.

High inflation rates and cutbacks in government spending restrict the development of adult education. Certainly, if governments reduce the level of funding, if individuals cannot afford to pay and if other sources of funding are not available, the quality and amount of programming will necessarily be diminished. Likewise, an increase in unemployment usually means little incentive for adults to continue their education, especially in vocational areas that are overmanned or obsolete. Some people may seek to prepare for another career in these conditions.

In many countries no one agency is responsible for the financing of adult education or for the coordination of financing even among government agencies. For this and other reasons, no reliable data on the amount or corresponding percentages of funding from various sources tend to be available. The United States is a revealing case in point because it has diversity in the ways that funds are provided. A list of types of funding suggests ways that educators of adults may identify sources of funding in many countries.

1. The federal government provides funds directly through grants for programmes authorised by law.
2. State governments make grants to adult education agencies and they may provide funds for the development of their own staff.
3. Local government authorities provide funds for certain adult education programmes.
4. Proposals are under consideration for entitlement from the government.
5. Loans either by government or guaranteed by government are provided for some individuals. Interest may or may not be charged.

6. Employers frequently support adult education in many ways. Some organise specific programmes free of charge. Funds are frequently provided as a fringe benefit. Funds may also be provided under a contract or trade union agreement.

7. Following recent wars, veterans are given educational benefits as part of the demobilisation policy.

· Professional organisations arrange adult education programmes for their members or contract out to other agencies to arrange them.

· Many community and service clubs provide programmes.

· Many churches, voluntary and charitable organisations provide tuition or payments for the education of their employees and volunteers.

· Some organisations and foundations make grants to agencies for the development and evaluation of programmes; occasionally grants are made directly to individuals.

· Many individuals pay fees for adult education programmes which may or may not be tax deductible.

· Some money is raised through fund-raising campaigns.

· Some individuals contribute scholarships or fees to an agency or to individuals; outright gifts are sometimes offered for adult education purposes and in some cases may be deductible for income tax purposes.

· Funds are sometimes obtained from the sale of publications or other soluble items.

· In-service training programmes are provided by governmental, voluntary, professional and business-industry agencies.

· Some funds are given directly to individuals to pay for tuition, fees, travel or living expenses or both. In other instances an employer or donor may reimburse, wholly or partially, the individual for expenditure incurred often upon evidence of successful completion of a course or programme.

F. The Allocation Process

After funds have been granted or authorised, there is the issue of allocation to be considered, as: the amount of funds available; the priorities of the provider; the number of

adults to be served; restrictions on the use of funds by policy, law or regulation.

It is the dream of educators of adults to obtain funds that do not carry any restrictions, but seldom is the dream realised. Funds may be given for any one or more of the following functions and facilities: administration; research and experiment; programme development; accommodation; equipment; buildings; support services such as libraries and computers; counseling; staffing. Personal services such as baby sitting, meals and transportation may also be funded.

Since most funds are for specified uses, it is not always possible for a given agency to make the most effective use of the allocation received. The danger of receiving allocations for specific purposes, of course, is that an agency may become warped by developing programmes not because they are of high priority but because they are prescribed or simply that funds are available.

There are several ways of allocating funds to any agency or a budget within an agency. These include: a line budget; matching funds; equipment, library or other materials; percentage of budget; administrative and other services; specific expenditures per instruction hour or credit hours; or other units. As a rule, educators of adults working in agencies are not consulted about administrative regulations and hence have to operate on a take-it-or-leave-it basis. Again, however, it is a task of educators of adults to change policies and to refacilitate arrangements.

G. The Implications of Financing

It is inevitable that a programme sponsor should influence the final decisions on the type or nature of programmes being funded. If the sponsor and the agency administering the programme are one and the same, there is little controversy. However, if the financial sponsor or the programme does not share the same philosophy as the agency, the quality and nature of the programme may be at risk.

Experience shows that when an agency receives a large percentage of its funds from a single source, there is a tendency to serve the objectives of the funding source rather than the educational objectives of the agency. Ideally, an agency should be guided by its own philosophy, objectives, priorities and perceptions of need.

The extent of control by financial sponsors varies a great deal from agency to agency. If there are no pervading financial pressures, the agencies will usually offer the kinds of programme that are appropriate to their clients.

Many agencies tend to serve only one type of clientele. This leads to the neglect of large sections of its population. Additional funding is often required in order to reach new audience through creation of new incentives. As previously stated, some agencies need to be expanded and new ones created.

H. The Quality Factor

The type and level of financing obviously affect the quality of a given programme but, unless a deep analysis is made, it is difficult to determine the extent to which this

is so. On occasion, financial constraints are used by agencies to explain away avoidable deficiencies. Perhaps, the fundamental need is for more effective planning and monitoring of learning experiences. Certainly, more funds should be applied to evaluation and built into programme design. In general, there is a direct relationship between the amount of financial resources available, on the one hand, and the number of adults reached and the quality of the programme on the other.

APPENDIX A

Resources for Educators of Adults

This appendix seeks to guide readers who wish to gain access to material concerning the field of adult education. Since it is desirable and indeed necessary for educators of adults to continue to learn and develop professionally, it is advisable for them to have a plan for continuing professional development. A key factor in implementation of a plan is the availability and accessibility of appropriate resources. The resources appropriate for a professional development programme will vary for each individual educator of adults and in relation to the agency concerned and the national and local contexts. Material may be in print or in quite different forms, not least human expertise. Although some sources may be translated into various languages, most are available in only one language. Material for educators of adults may be secured through Unesco, the International Bureau of Education (IBE), the International Institute of Education Planning (IIEP) and other international organisations, in more than one language.

Given the wide range of educators of adults, there is a need for a wide range of resources. Accordingly, a second edition of an International Handbook of Resources for Educators of Adults, Charters and Dengel, has been completed. It is based on information from such bases as the Educational Resources Informational Center (ERIC) and Syracuse University Resources

for Educators of Adults (SUREA) and Unesco collections, and is designed to assist the educators of adults in their continuing professional development. Most of the topics and issues related to the resources are listed in the Table of Contents of the International Handbook which follows:

INTERNATIONAL HANDBOOK OF RESOURCES
FOR EDUCATORS OF ADULTS

		Page No.
Introduction		1
I.	GENERAL CONCERNS REGARDING RESOURCES FOR EDUCATORS OF ADULTS	3
	A. Purpose/Justification and Sponsor of the International Handbook	3
	B. Role of UNESCO in Resources for Educators of Adults	5
	C. Definition of Adult Education	6
	D. Adult Education in Context of Lifelong Learning	7
	E. Resources in Context of Professional Development of Educators of Adults	8
	F. Description of Educators of Adults	9
	G. Agencies of Adult Education	9
	H. Language Consideration	10
	I. Quality of Resources	11
	J. Policies/Declarations on Adult Education	11
II.	CONFERENCES/MEETINGS/SYMPOSIA/SEMINARS/WORKSHOPS ON RESOURCES AND INFORMATION RESOURCES	14
	A. Agendas/Reports of Proceedings	15
III.	INFORMATION ORGANIZATIONS	28
	A. Information Centers/Documentation Centers/ Libraries/Clearinghouses/Resource Centers/ Collections	28
	B. Networks	38
	C. Programs	39
IV.	CATEGORIES OF RESOURCES	43
	A. Print	43
	1. Books and monographs	43
	2. Pamphlets	44
	3. Serial publications - periodicals/ newsletters/magazines/annuals/newspapers	45
	4. Archives/manuscripts	48

Page No.

5. Dissertations/theses..... 50
6. Directories/handbooks/lists..... 51
7. Dictionaries/terminologies/thesaurus/ glossaries..... 60
8. Registries of research/bibliographies/ acquisition lists..... 64
9. Encyclopedias/yearbooks..... 69
10. Government/public documents..... 72
11. Memorabilia..... 74

B. Media..... 75
1. Electronic information systems/networks... 75
2. Microfilms..... 75
3. Video cassettes..... 76
4. Audio cassettes..... 77
5. Films/motion pictures..... 77
6. Microfiche..... 78
7. Visual collection..... 78
8. Satellite/telecommunication..... 79

C. Data Base Systems..... 79
1. Indexing and abstracting services..... 79
2. Numeric and full text and general information..... 81

D. Professional Personnel..... 88
1. Consultants/specialists..... 88
2. Common interest networks..... 90
3. Training Programs..... 91

E. Associations/Organizations..... 92
1. Government..... 92
a. International..... 92
b. National..... 93
c. State/provincial..... 94
d. Local..... 94
2. Non-government..... 94
a. International..... 94
b. National..... 97
c. State/provincial..... 98
d. Local..... 98
3. Inter-government..... 99
4. Commissions/councils/committees/ coordinating bodies..... 99

F. Professional Development..... 100
1. Institutional training programs..... 101
a. Educational institutions/colleges/ universities..... 101
-diploma
-associate/baccalaureate
-graduate
b. Organizations - Non-educational..... 102

Page No.

2. Associations..... 103
a. Conferences..... 103
b. Seminars..... 104
c. Exchanges/Tours..... 104
3. Research/statistics/tests..... 105

V. LOCATION OF RESOURCES..... 108

A1. Libraries - Public/Government..... 109
a. International..... 109
b. National..... 109
c. Regional..... 109
d. State/province..... 109
e. County/town/city/parish..... 110
f. Community..... 110
A2. Libraries - Non-government..... 110
a. Individual..... 110
b. Voluntary bodies..... 111
c. Commercial..... 111

B. Adult Education Agencies..... 111

C. Associations and Organizations..... 111

VI. SUPPORT SERVICES..... 112

A. Classification Schemes..... 112
1. Educational Resources Information Clearinghouse (ERIC)..... 112
2. Library of Congress Classification..... 113
3. Dewey Decimal Classification..... 113
4. British National Library Classification... 113
5. International Organization for Standardization (ISO)..... 114
6. Universal Decimal Classification..... 114

B. Equipment/Facilities..... 115

C. Finances/Grants..... 115

D. Publishers..... 116

E. Evaluation..... 116

F. Awards/Recognition..... 121

G. Availability/Accessibility..... 121

APPENDIX B

Organisations

A list of international bodies and national associations with responsibilities or interests in the area of Adult Education has been prepared in the hope that interested readers will find it worthwhile to contact them for further information and guidance.

INTERNATIONAL BODIES *

International Congress of University Adult Education (ICUAE),
Dr. John F. Morris, Secretary-Treasurer,
c/o The University of New Brunswick,
Box 4400,
Frederciton,
New Brunswick.

International Cooperative Alliance,
11 Upper Grosvenor Street,
London W1X 9PA

International Council for Adult Education,
(Conseil International d'Education des Adultes)
29 Prince Arthur Avenue,
Toronto,
Ontario,
CANADA M5R 1B2

International Council for Distance Education,
Dr. John S. Daniel, President,
Concordia University,
1455 de Maisonneuve Blvd. West,
Montreal,
Quebec,
CANADA H3G 1M8

Ligue Internationale de l'Enseignement, de l'Education et de la Culture Populaire
(International League for Child and Adult Education)
3, rue Récamier,
75341 Paris Cédex 07,
FRANCE

* Source-Unesco Directory of National Co-ordinating Bodies (1984)-Paris.

National Associations*

Australian Association of Adult Education
G.P.O. Box 1346
Canberra, ACT 2601
AUSTRALIA

Berufaförderungsinstitut
(Institute for Vocational Promotion)
Wipplingerstrasse 35
1030 Vienna,
AUSTRIA

Landliche Fortbildungsinstitut (LFI)
(Institute for Continuing Education in Rural Areas)
Loewelstrasse 12
A-1014 AUSTRIA

Verban österreichischer Volkshochschulen
(Austrian Association of Folk High Schools)
Rudolfsplatz 8
A-1010 Vienna
AUSTRIA

Canadian Association for Adult Education
29 Prince Arthur Avenue
Toronto,
Ontario,
CANADA M5R 1B2

Institut Canadien d'Education des Adultes
(Canadian Association for Adult Education)
506 est rue Ste-Catherine suite 800
Montréal H2L 2C7,
Québec,
CANADA

Folkeligt Oplysnings Forbund (FOF)
(Popular Educational Association)
Kongensgade 883
DK 1264 Copenhagen K,
DENMARK

Suomen Kansanopistoyhdistys/Finlands
Folkhögskolförening r.y.
(Finnish Folk High School Association)
Pohjoinen Rautatienkatu 15 B 12
00100 Helsinki 10,
FINLAND

Kansanvalistusseura
(Society for Popular Culture)
Museokatu 18Q 2
00100 Helsinki 10,
FINLAND

* Source-Unesco Directory of National Co-ordinating Bodies (1984)

Vapaan sivistystyön yhteisjärjestö/Samverkande
Bildnings organisationerna
(Association of Finnish Adult Education Associations)
Hietalahdenkatu 8 A 21
001800 Helsinki 18,
FINLAND

Comité pour les Relations Nationales et Internationales des Associations de Jeunesse et d'Education Populaire (CNAJEP)
30, rue Canabis,
F-75014 Paris,
FRANCE

Peuple et Culture
130, rue de Rivoli
75001 Paris,
FRANCE

ARBEIT UND LEBEN ; Arbeitskreis für die Bundesrepublik Deutschland e.V.
Arbeitsgemeinschaft für politische Bildung
(ARBEIT UND LEBEN : Workers' Educational Association for the Federal Republic of Germany)
Arbeit und Leben, Tersteegenstr. 3
D-4000 Düsseldorf 30
FEDERAL REPUBLIC OF GERMANY

Arbeitskreis Universitäre Erwachsenenbildung e.V.
(Working Group for University Adult Education)
Stromeyerstrasse 2
3000 Hannover
FEDERAL REPUBLIC OF GERMANY

Deutscher Volkschochschul-Verband e.V.
(German Adult Education Association)
Rheinallee 1
D-5300 Bonn 2,
FEDERAL REPUBLIC OF GERMANY

Katholische Bundesarbeitgemeinschaft für Erwachsenenbildung
(Catholic Federal Association for Adult Education)
Urstadtstrasse 2,
5300 Bonn-Kessenich,
FEDERAL REPUBLIC OF GERMANY

People's Aducational Association (PEA)
c/o Institute of Adult Education
P.O. Box 31
Legon,
GHANA

Adult Educat on Association of Guyana
P.O. Box 101111
Georgetown,
GUYANA

Hong Kong Association for Continuing Education
2 Caine Road,
HONG KONG

Bhartiya Proudh Shiksha Sangh
(Indian Adult Education Association)
17-B Indraprasthma Estate
New Delhi-110002,
INDIA

National Association of Adult Education (AONTAS)
67 Merrion Square
Dublin 2,
IRELAND

Hitagdut Hchinuch Mevugarim beisrael
(Adult Education Association)
P.O. Box 2378
Jerusalem,
ISRAEL

Jamaican Adult Education Association
Box 40, Granville,
Montego Bay,
JAMAICA

National Federation of Social Education
c/o National Education Centre
3-2-3 Kasumigaseki, Chiyoda-ku
Tokyo 100,
JAPAN

Nihon Shakai Kyoiku Gakkai
(Japan Society for the Study of Adult Education)
c/o Department of Social Education
Faculty of Education
University of Tokyo
7-3-1 Hongo, Bunkyo-ku
Tokyo 113,
JAPAN

Nihon Shohgaikyohiku-gakkai
(Association of Lifelong Education in Japan)
Aoyama-gakuin University
4-4-25 Shibuya
Shibuya-ku,
Tokyo 150,
JAPAN

Kenya Adult Education Association
P.O. Box 56708
Nairobi,
KENYA

Hanguk Sahoe Gyoyuk Hyeophoe
(Korean Association of Adult and Youth Education)
Yoido P.O Box 103 Seoul 150 or
c/o Institute of Saemaul Undong Studies
Seoul National University
Seoul 151,
REPUBLIC OF KOREA

Lesotho National Council of Women
P.O. Box 1340
Maseru,
LESOTHO

National Adult Education Association of Liberia
(NAEAL)
P.O. Box 3931
Broad Street,
Monrovia,

Association for Continuing Education
Attn : Mr. John Doraisamy
c/o Faculty of Education
University of Malaysia
Kuala Lumpur,
MALAYSIA

Mauritius Adult Educators' Association
(Association des Educateurs d'Adultes de l'Ile Maurice)
c/o Secretary, P. Chummun
Roselyn Cottage,
St. Pierre,
MAURITIUS

Asociación Mexicana de Educación de Adultos
(AMEDA)
c/o Mr. N. Severino M.
CeNaPro
Anillo Periférico Sur 4271
Col. Fuentes del Pedragal
Delegación Tlalpan
14140 MEXICO D.F.

Association for Folk High School Work
Box 57
1860 Bergen, N.H.
NETHERLANDS

New Zealand Workers' Educational Association
P.O. Box 10030 or 154 The Terrace
Wellington,
NEW ZEALAND

Samnemnda for Studiearbeid
(Norwegian Adult Education Association)
Rosenkrantzgt,11
Oslo 1,
NORWAY

Asociación Peruana de Andragogía (APEA)
(Association Péruvienne d'Andragogie)
Jr. Pariacoto 979 Breña Lima
Lima,
PERU

Non-Formal/Continuing Adult Education Association
c/o Dr. Bernardino, Political Deputy Minister in charge of Non-Formal Education,
Ministry of Education and Culture,
Manila,
PHILIPPINES

The People's Educational Association
c/o Extramural Department
Fourah Bay College,
University of Sierra Leone,
Freetown,
SIERRA LEONE

Singapore Association for Continuing Education
13 Dalvey Estate,
SINGAPORE 1025

National Cooperative Council of Sri Lanka
Cooperative House,
455, Galle Road,
Colombo 3,
SRI LANKA

Sri Lanka Purna Adhyapana Sangamaya
(Sri Lanka Association for Total Education)
c/o Sarvodaya,
Rawatawatta Road,
Moratuwa,
SRI LANKA

St. Lucia Association for Continuing Education
(SLACE)
P.O. Box 1097,
Castries,
ST. LUCIA

Sudanese Adult Education Association,
P.O. Box 2588,
Khartoum,
SUDAN

Folkbildningsförbundet
(National Swedish Federation of Adult Education Associations)
Drottninggatan 77,
S-11185 Stockholm,
SWEDEN

Schweizerische Vereinigung für Erwachsenenbildung/
Fédération suisse pour l'éducation des adultes,
Oerlikonerstrasse 38,
CH-8057 Zürich,
SWITZERLAND

Ukrainian Republic Society "Znanie" ("Knowledge")
57/3 Krasnoarmeiskava str.
Kiev,
UKRAINIAN SOVIET SOCIALIST REPUBLIC

The All-Union "Znanie" ("Knowledge") Society
101813 Moscow Centre, proyezd Serova 4,
Moscow,
UNION OF SOVIET SOCIALIST REPUBLICS

National Institute of Adult Continuing Education
(NIACE)
19B De Montfort Street, (England and Wales)
Leicester
LE1 7GE
UNITED Kingdom

Polytechnic Association for Continuing Education
(PACE)
Head of Extension Studies,
Trent Polytechnic,
Burton Street,
Nottingham,
UNITED KINGDOM

Workers' Educational Association,
'Temple House',
9 Upper Berkeley Street,
London W1H 8BY,
UNITED KINGDOM

Chama Cha Elimu Ya Watu Wazima, Tanzania
(National Adult Education Association of Tanzania) (NAEAT)
P.O. Box 7484,
Dar es Salaam
(Not for Postal Use) 1 Magogoni Street,
Dar es Salaam,
TANZANIA

The American Association for Adult and Continuing Education
(AAACE)
1201 Sixteenth Street,
N.W. Suite 301
Washington, D.C. 20036
UNITED STATES OF AMERICA

Association for Continuing Higher Education,
c/o Mr. William Barton,
Division of Continuing Education,
University of Tennessee-Knoxville,
432 Communications Bldg.
Knoxville, TN 37996,
UNITED STATES OF AMERICA

National University Continuing Education Association
(NUCEA)
Suite 360,
One Dupont Circle, N.W.
Washington, D.C. 20036-1168,
UNITED STATES OF AMERICA

Savez Andragoskih Drustava Jugoslavije
(Federation of Yugoslav Adult Education Associations)
Filozofska Fakulteta, Univerza Ljubljana,
Askerceva 12,
61000 Ljubljana,
YUGOSLAVIA

Adult Education Association of Zambia,
P.O. Box 50232,
Lusaka,
ZAMBIA

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